

# I BELONG TOO: CONFRONTING RACIAL BULLYING OF REFUGEES AND MIGRANTS WITHIN SCHOOLS.



**ACTIVE  
HORIZONS**  
youth participation for change

October 2015

## TABLE OF CONTENTS

<b>1. Introduction</b>	<b>page 3.</b>
<b>2. Methodology</b>	<b>page 4.</b>
<b>3. Background</b>	<b>page 5.</b>
<b>4. Findings</b>	<b>page 10.</b>
<b>5. Recommendations</b>	<b>page 13</b>
<b>6. Conclusion</b>	<b>page 13</b>
<b>7. Annex</b>	<b>page15.</b>

## I. INTRODUCTION

Active horizons launched a youth-led campaign which seeks to tackle bullying particularly racial bullying amongst young people through a participatory social action research method. This work was enabled by Trust for London's funding. Through our day to day work, our members are reporting that they experience or witness racial related bullying particularly in schools and the young people would like to do something to combat it. The aim of this research is to feed into wider youth strategy and present recommendations to senior policy makers and decision makers and aim to give an overview of the issues that young people experience. In 2003 it was estimated that, 98 929 asylum seeker and refugee children were in schools within the UK.<sup>1</sup> The Education Act 1996 makes a provision for compulsory education of children regardless of immigration status from the age of 5-16 years. Therefore it is imperative that schools have policies at hand that counter racial bullying particularly for refugees and migrants with in schools. Political and cultural issues in relation to immigration can affect the Educational environment and make it alienating for young refugees. Therefore the negative portrayal of immigration in popular culture and the media can feed into racial bullying and prejudices within the school environment.<sup>2</sup>

In this research the terms refugee and asylum seeker are used interchangeably. It is therefore important to define an asylum seeker as someone who has crossed an international border in search of safety, and refugee status in another country.<sup>3</sup> A refugee is defined as an asylum seeker whose application has been successful. In its broader context it means a person fleeing e.g. civil war or natural disaster but not necessarily fearing persecution as defined by the 1951 Refugee Convention. It is important to note that this research is not constricted to the experiences of asylum seekers and refugees but includes the experiences of Black Minority Ethnic (BME) participants. Although these terms are likely to interlink, this report will start by highlighting the methodology. It will furthermore consider background research which will include a theoretical framework, a critical analysis of the policies in school in comparison to the legal framework in the UK, lastly it will include general experiences of refugees and migrant in schools. Findings and recommendations are then discussed before reaching a conclusion.

---

<sup>1</sup> Madeleine Arnot, Halleli Pinson, 'The Education of Asylum-Seeker and Refugee Children: A Study of LEA and School Values , Policies and Practices.' July 2005 page 4

<sup>2</sup> ibid page 4

<sup>3</sup> see the 1951 UN Convention Relating to the Refugee Status and the 1967 Protocol.

## II. METHODOLOGY

Five young researchers, were recruited by the organisation , to interview their age mates and teachers within various schools in Bexley Borough. Active Horizons is a youth led organisation therefore, assigning young people in research was decided on for two reasons. The first reason being that young people are more likely to open up to their peers and discuss their issues. Secondly, research by the young people is a form of empowerment and encouraging advocacy. These people were assigned to conduct 10 hours of research using digital recorders, they were to conduct the research with one focus group. These researchers were trained on research skills, ethics and communicating the research findings. They were to engage with diverse young people from BME young people on their issues, their community involvement and participation. They were required to communicate regularly with the team, updating on progress, developing ideas and sporting activities. The research findings were to be reported back. These were the questions on the form;

1. Have you ever been racially bullied? Or do you know someone who has?  
Or have you witnessed an incident of that nature?
2. What Happened
3. How many times has this happened?
4. What did you do in not why?
5. How did it affect you?
6. What Support did the school provide? Is there a system in place?
7. How can the school improve on their support?
8. Did that affect you or the person that experienced this? How?
9. How can this issue be tackled ( By schools, community, local authorities, etc.?)

Challenges experienced in this research were in getting people in opening up and filling in the form, as it is quite invasive and challenges people to recount the times of their vulnerability, which is not very welcomed. This therefore meant that our data was not as much as we anticipated. Racial Bullying remains a very sensitive issue however we hope the data collected in this research will contribute to a wider dialogue on policy changes with regards to bullying.

Also there have been major setbacks making contacts with school Heads as they have been very slow to our forma, requests in engaging them. For example, we could not get any replies from the letters and emails we sent out. Contact through telephone was quite a challenge as we failed to actually get through to the specific officers in charge. As a result we resorted in getting the young people to approach their own schools as that way was less formal and more welcoming.

### III. BACKGROUND RESEARCH ON RACIAL BULLYING EXPERIENCES

- **Theoretical Lens**

Viewing the schools bullying policy on racial discrimination through the lens of Crenshaw's intersectionality will expose the multi layered oppressions that refugees encounter. Although Crenshaw's theory was written in the context of the discrimination of black women in America, I use it in the context of various intersections asylum seekers may confront ranging from race, gender, economical position, torture, cultural beliefs and sexuality. Intersectionality is the theory that seeks to 'confront the other multi-layered and routinized forms of domination that often converge in women's lives.'<sup>4</sup> In this context it exposes the multilayers of refugee and migrant experiences in schools. Therefore intersectionality challenges the concept of subordination, as occupying a single categorical axis.<sup>5</sup> In this particular context it challenges the notion of school policies, limiting bullying to harmful practice and disregarding that racial bullying is multi-layered. Crenshaw aptly notes that,

Minority women suffer from the effects of multiple subordination, coupled with institutional expectations which are based on inappropriate non intersectional contexts, and ultimately limit the opportunities for meaningful intervention on their behalf.

Recognizing the failure to consider intersectional dynamics can 'explain the high levels of failure, frustration and burn out experienced by counsellors who attempt to meet the needs of minority victims.'<sup>6</sup> Identities are therefore constructed through the

---

<sup>4</sup> Kimberle Crenshaw, 'Mapping the Margins: Intersectionality , Identity Politics, and Violence against Women of Color' [1991] 43 SLR p 1245.

<sup>5</sup> Kimberle Crenshaw, ' Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics' [1989] U.Chi. F p 140

<sup>6</sup> Kimberle Crenshaw (n 1) 1251

intersection of multiple identities.<sup>7</sup> Intersectionality is an important tool to critically analyse the various policies produced by the government as they tend to advantage those who are, 'socially culturally or economically privileged' therefore excluding the minorities that are less privileged.<sup>8</sup> Crenshaw asserts that, 'most privileged group members marginalize those who are multiply burdened and obscure claims that cannot be understood as resulting from discrete sources of discrimination.'<sup>9</sup> Intersectionality can explain the abusive treatment of refugees as she argues,

Patterns of subordination intersect in women's experience of domestic violence, intersectional subordination need not be intentionally produced in fact it is frequently the consequence of the imposition of one burden that intersects with pre-existing vulnerabilities to create yet another dimension of disempowerment.<sup>10</sup>

Therefore in order to counter racial bullying it is important that schools take an intersectional approach and consider the multiple barriers that affect refugees and migrants.

- **A critical analysis of the legal framework and local school policies in countering racial bullying.**

The UK is a signatory of the UN Convention on the Rights of the Child,<sup>11</sup> therefore the UK is under statutory obligations to promote the rights of the child. The State is under the obligation to ensure that children do not face any discrimination including racial discrimination.<sup>12</sup> Furthermore the State should take appropriate measures to protect the child from all forms of discrimination.<sup>13</sup> It is the State's duty to ensure that institutions such as schools prioritise the interests of the child.<sup>14</sup> Every child is entitled to the right to education<sup>15</sup>, the Convention states that , 'States Parties shall

---

<sup>7</sup> Crenshaw ( n 1) p 1299

<sup>8</sup> ibid p 1250.

<sup>9</sup> Crenshaw (n 2) p 140

<sup>10</sup> Crenshaw (n 1) p1245

<sup>11</sup> UNCRC

<sup>12</sup> UNCRC Article 2 (1)

<sup>13</sup> UNCRC Article 2(2)

<sup>14</sup> UNCRC Article 3(3)

<sup>15</sup> UNCRC Article 28

take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.<sup>16</sup> Therefore school discipline policies should be consistent with the provisions provided in the Convention including , protecting children from racial discrimination. It is important to note that the UK has maintained reservations on the Convention which have resulted in the exclusion of the rights provided in the Convention to the respective children.<sup>17</sup> Domestically the Race Relation Act 1976, and Race Relations (Amendment) Act 2000<sup>18</sup>, asserts that local education authorities and schools must promote good race relations in schools and ensure that they do not promote racial discrimination of any form. This is furthermore reinforced by the Education Code of Practice 2002 and has been echoed by OFSTED in 2002.

The legislation therefore provides a clear stance against racial bullying it is therefore important to consider various Anti –Bullying Policies within Bexleyheath in order to observe on whether racial discrimination is banned at the school level, as most pupils will not be aware of the legal framework. It is therefore important that the law is made accessible within the schools for the pupils and staff. A sample of 15 schools within Bexleyheath were considered, 53% of the schools included race as a form of discrimination within their school policies. 33% of the school policies did not mention race in their anti-bullying policies. Furthermore 14% of the schools, did not have an accessible anti-bullying policy. Although half of the schools would seem to have a clear anti-bullying policy, it is important to note that some schools are reluctant to include racial discrimination as a form of bullying. For instance Bexley College clearly states that, 'There is no policy on bullying/discrimination of any sort,'<sup>19</sup> furthermore other schools such as Bexley Grammar outline other forms of bullying such as sexual harassment and fail to explicitly state that racial bullying is a form of bullying. The lack of inclusion of racism as a form of bullying in school policy, is contrary to the provisions of the Race Relations (Amendment) Act 2000. Disregarding racism as a form of bullying in school policy means that pupils who experience racial bullying are left invisible as school policy disregards them. This can furthermore affect the effectiveness and the measurements taken in stopping racial bullying. In this sample only 33% of the schools provide clear information on the

---

<sup>16</sup> UNCRC Article 28(3)

<sup>17</sup> Justice, *Review of the UK's Reservations to International Human Rights Treaty Obligations*, <<https://www.liberty-human-rights.org.uk/sites/default/files/interventions-dec-2002.pdf>> accessed 18 September 2015 page 5.

<sup>18</sup> Race Relations (Amendment) Act 2000, Schedule 1 Article (46).

<sup>19</sup> see ANNEX



reporting procedure and the main person to contact. 67% of the other schools fail to explicitly state the procedures on how to report on bullying, and furthermore fail to mention the main contact. The lack of clear guidelines means that victims of bullying are less likely to report their experiences. Therefore schools ought to explicitly state racism as a form of bullying, and provide full guidelines on how students can report these incidents.

- **Experiences of Refugees and Migrants**

There is a wealth of research that has been done on young refugee experiences and considers the various challenges that young refugees and asylum seekers face such as, traumatic experiences of rape, persecution and family separation in previous countries.<sup>20</sup> Immigration laws have tended to be discriminatory against refugees and asylum seekers therefore, it has been argued that schools are a great aid in integrating young migrants and refugees into the community.<sup>21</sup> Furthermore an atmosphere of mistrust that is created by popular culture and the media can have a great effect towards the resettlement of young people following their arrival in the UK. Hick suggests that three factors which include, specialist teachers, support from friends and the whole school attitude can aid in promoting integration and countering bullying within schools. Furthermore the promotion of first languages as being just as important boosts the confidence of children and can allow them to do well in school.<sup>22</sup> The whole school attitude towards promoting and accepting diversity is paramount. For school policies to be effective they ought to promote effective monitoring and sanctions against racism and bullying, they have to include, an inclusive diverse curriculum and work together with other agencies in the community to challenge racism attitude of schools. Support from friends and peer groups can aid in allowing refugees to feel confident in identifying themselves as refugees or migrants.<sup>23</sup> A research conducted, concluded that refugees who felt positive about their identity were able to contribute particular skills and experiences in the school.<sup>24</sup> Therefore confidence in refugee identity is very important for young people. In past researches it has been noted that racial bullying can come through jeering at various

---

<sup>20</sup> Rachel Hick, 'The Role of Education in the settlement of young refugees in the UK: The Experiences of Young Refugees' page 159.

<sup>21</sup> *ibid* page 157.

<sup>22</sup> Rachel Hick page 160

<sup>23</sup> Rachel Hick page 163

<sup>24</sup> Hicks page 165.



accents that refugee children may possess, furthermore in past years teacher's attitudes towards the reporting have been unhelpful as some teachers are dismissive and insensitive.<sup>25</sup> Home and School liaison is a key factor in countering bullying as both parties can support the child, furthermore this can aid into the integration of the child into the community. It is noted that refugee children are the most affected by child poverty,<sup>26</sup> however this can be highlighted when there is sufficient communication between the home and school. A study by Rutter notes concluded that there was a high mobility rate particularly in London, which included poor housing and ill health. <sup>27</sup> Although the government has opened various initiatives such as the Ethnic Minority Achievement Grant, it is often criticised as insufficient to tackle the poverty that young refugees and migrants face. This is because local authorities are required to make biddings which results in some local authorities losing out.<sup>28</sup>

---

<sup>25</sup> Hicks page 166

<sup>26</sup> Hicks page 166

<sup>27</sup> Jill Rutter, 'Working with refugee children' ( Joseph Rowntree Foundation: 2003) page 6

<sup>28</sup> Jill Rutter page 15

#### IV. FINDINGS.

The findings of the research are therefore split into two different age groups, through this separation we are able to monitor whether there has been a change with regards to school bullying policy throughout the generations. Eight participants were between the ages of 13-17 years, 13 participants were between the age groups of 18- 25 years. All these participants reside in London borough of Bexley and attend schools within Bexley. In addition there were one to one interviews conducted with teachers.

	<b>13- 17 YEARS</b>	<b>18-25 YEARS</b>
<b>Bullied</b>	<b>50%</b>	<b>54%</b>
<b>Witnessed Bullying</b>	<b>50%</b>	<b>46%</b>

These results would seem to suggest that bullying is prevalent; half of the people interviewed have either witnessed or experienced bullying themselves. These results are contrary to the views of a school teacher who asserted that there was no bullying in her respective school.

	<b>13-17 YEARS</b>	<b>18-25 YEARS</b>
<b>Primary</b>	0%	15%
<b>Secondary</b>	38%	0.08%
<b>Both</b>	0%	0%
<b>Not Stated</b>	62%	84.92%

Participants were reluctant to write down the stage in the education that experienced bullying the most, this might be due to them being uncomfortable to fully recount their bullying experience. The statistics would seem to suggest that racial bullying is

likely to take place in Secondary School, as children become more aware of the media and popular culture. However this data highlights the importance of highlighting racial discrimination both in primary and secondary school, school policies should therefore become accessible to various age groups. One participant noted how in primary school , their colleague was warned by the parents not to play with the participant. Therefore prejudices produced in schools can result from the parental prejudices. It is therefore important for schools to format an all-inclusive strategy that can engage with parents at home.

	<b>13- 17 YEARS</b>	<b>18-25 YEARS</b>
<b>Racial Bullying</b>	<b>62.5%</b>	<b>69%</b>
<b>Other including weight, religion</b>	<b>25%</b>	<b>23%</b>
<b>Both</b>	<b>12.5%</b>	<b>8%</b>

This results clearly show that the highest form of bullying is racially related. This therefore reinforces the importance of schools to include racism as a form of bullying in their school policies. Racism should be explicitly stated in the policies, weak language such as ‘harmful practices’ can silence the high rate of racial discrimination with in schools. Some participants stated that they were unaware of the School Policies.

	<b>13- 17 YEARS</b>	<b>18-25 YEARS</b>
<b>Action Taken</b>	<b>12.5%</b>	<b>31%</b>
<b>None Taken</b>	<b>87.5%</b>	<b>69%</b>

This statistics vividly show that victims of bullying are less likely to report the incidence, as one participant stated that they were’ scared to get hurt’. One participant asserts that schools ought to publicise bullying. In the context of intersectionality schools need to have procedures that monitor the integration of refugee and asylum seekers and an open space for them to communicate any forms

of bullying. These marginalised groups are less likely to report as they can feel isolated or alienated from the community through language barriers. Furthermore teachers ought to be trained on listening to students as some participants note that the teachers took no action.

	<b>13- 17 YEARS</b>	<b>18-25 YEARS</b>
<b>Aware of School Support</b>	<b>37.5%</b>	<b>15%</b>
<b>Unaware</b>	<b>62.5%</b>	<b>85%</b>

The following results would seem to highlight a dearth in the knowledge of school support systems in relation to bullying experiences. Therefore schools need to find various solutions of engaging with students and informing them of the various support services available for them to report. Therefore school policies should be revised and implemented to the student. The interviews by the teachers show a sense of denial in relation to bullying happening in the actual school. Therefore teachers should engage more with students.

## V. CONCLUSION

This research highlights that most secondary schools are reluctant to include racism as a form of bullying with in the school policies. This has therefore resulted in racial bullying being swept under the carpet with in schools. It can be argued that some schools have failed to meet their legal obligations in stopping any form of racism in schools. An intersectional approach is important with regards to dealing with refugees and asylum seekers as they are a marginalised group and are likely to experience multiple forms of discrimination. The results of the research highlight, the sensitivity of the issue of bullying and the high rate that racial discrimination in schools is the highest form of bullying. The research has furthermore highlighted that the media and popular culture affect how migrants are treated in schools both by their peers and teachers. Therefore innovative ways should be introduced in order to counter racial bullying.

### Recommendations

- Research has shown that peer education and mentoring is effective in countering bullying within schools.<sup>29</sup>
- Schools Policies should be reformed and explicitly express race as a form of discrimination.
- An open dialogue that engages with students in various schools could assist in raising awareness of bullying, this can be in the form of a ‘documentary campaign, where young people themselves speak against bullying.’

---

<sup>29</sup> The Refugee Council , initiated the Supporting and Mentoring in Learning Education (SMILE Project), this project was a form of students mentoring their peers which therefore established close relationships between peers. Furthermore the initiative has hosted workshops where issues of racial bullying are openly discussed. [https://www.refugeecouncil.org.uk/assets/0001/5808/Briefing\\_relationship.pdf](https://www.refugeecouncil.org.uk/assets/0001/5808/Briefing_relationship.pdf) accessed 10 August 2015

- Furthermore initiatives such as celebrating various cultures and heritages through , theatre, performing arts, literary book clubs, poetry and writing can be effective in transforming the school's attitude towards diversity.
- A project by Mallows, on writing bilingual stories, created a space for students to reveal and appreciate their identities. Therefore these strategies can be taken on board in order to encourage students to appreciate their identities.<sup>30</sup>
- Most of the participants are willing to take on community walks and discuss the issues of racial bullying with their peers, this initiative can therefore encourage awareness on racial bullying.
- 

---

<sup>30</sup> David Mallows, Teaching English British Council: Innovations in English Language teaching for migrants and refugees. page 15

## ANNEX

### Racial Bullying

#### Anti-Bullying Policies of selected schools

##### 1. Beth Grammar School

- a. *Statement of Policy-*
  - i. Everyone has the right to stay safe and secure in a school environment.
- b. *Prevention of Bullying-*
  - i. There are forms of behaviour that are not acceptable such as racial taunting and homophobic bullying.
- c. *Strategies for reducing Bullying*
  - i. Listen to students when they want to talk
  - ii. Encouraging activities during lunch time to help reduce the likelihood of bored youngsters bullying others.
- d. *Report incidents*
- e. *Recording incidents*
- f. *Managing bullying incidents*
  - i. Sanctions and punishments will be given
  - ii. Conciliation between those involved is desired
  - iii. Reassurance and support for the victim will be given.
  - iv. If racist, the incident will be recorded in to the racist incident log.
- g. *Strategies and Intervention*
  - i. Interview the victim as well as the bully separately; also any witnesses.
  - ii. Emphasize to the victim, to any friends, and to the bully that any further incidents must be reported and the sanctions will increase in severity. This should be made clear to the parents and carers. Exclusions are a last resort, but will be used if necessary.
  - iii. Written copies are placed on students' files
- h. Evaluation



- i. Obtain feedback from students, staff and parents and carers and review and update the anti-bullying policy regularly.

## **2. Bexley College**

### *a. Complaint procedure-*

- i. The college aims to provide staff and students with high quality service.
- ii. Making a complaint-
  - 1. Stage 1-if you wish to make a complaint, it will be recorded at this point
  - 2. Stage 2- complaints about services and college contact-Business Support Manager. If not solved, a formal letter to be sent to Vice Principal.
  - 3. Stage 3-complaints must be made written to the Vice Principal.
- iii. ( There is no policy on bullying/discrimination of any sort)

## **3. Bexley Grammar School**

### *a. Safeguarding and Child Protection Policy ( pg.2)*

### *b. Purpose*

- i. Bexley Gram. School is committed to provide a learning environment which protects children from harm. Staff and volunteers at the school accept and recognize their responsibilities to develop awareness of the issues which cause children harm.

### *c. Reporting incidents*

- i. dealing with all kinds of abuse ( Physical, emotional, sexual, and neglect), any staff member must report the concerns immediately to the designated person, Mr. S.Elphick or in his absence, Mr. J. Welch.

### *d. Responding to a child making an allegation/disclosure of abuse*

- i. Allow the child to continue at his/her own pace
- ii. Stay calm and listen/ ask questions for clarification
- iii. .record in writing using the child's words as soon as possible
- iv. Pass the information to the designated person or deputy designated person

## **4. Bexleyheath academy secondary school**

### *a. Racial equality and cultural diversity ( pg. 4)*

- i. The curriculum ..will incorporate multi-faith teaching and learning about other cultures. This includes visits to places of worship, sites of specific religious/cultural interest and the use of speakers from different faith and cultures.

- ii. Racist language and behaviour will not be tolerated. All incidents will be recorded on a racist incident form and parents notified. Persistent racism may result in exclusion.
- iii. The academy recognizes its duties under the Race relations Act 2000. And equality 2010. They are committed to
  1. Eliminate unlawful discrimination, harassment, victimisation
  2. Promote and advance equality of opportunity
  3. Foster good opportunity
- iv. The academy is opposed to all forms of prejudice including racism, sexism and xenophobia.

## 5. Blackfen Schools for girls ( Safeguarding and Child Protecting Policy)

### a. Policy Statement

- i. Blackfen School for girls are committed to practice, which protects children from harm. Staff and volunteers in this organization accept and recognize our responsibilities to develop awareness of issues, which cause children harm.

### b. Procedures

- i. Schools for girls follows the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:
  1. Ensure we have a designated teacher for child protection who has received appropriate training and support for this role. The designated teacher at the time of writing this policy is **Sarah Cascarino**.
  2. Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is **Jane Andrews**.
  3. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teacher responsible for child protection and their role.
  4. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Teacher responsible for child protection.

5. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
6. Notify Children's Social Care immediately if there is an unexplained absence of a student who is subject to a child protection plan.
7. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (if it proves impossible to send a representative a written report should be submitted to the child protection conference chairman)
8. Keep written chronological records of concerns about children, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a common assessment should be undertaken.
9. Ensure all records are kept securely, separate from the main student file.
10. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer.
11. Ensure safe recruitment practices are always followed.
12. When a child transfers to another school the Designated Teacher will contact the designated member of staff of the receiving school to inform them that there are concerns.

### **What to do if you suspect that abuse may have occurred**

You must report the concerns immediately to the Designated Teacher by completing an 'Internal Notification of Concern' form (Appendix D) and handing it directly to him/her, and also explaining your concern. In the absence of the Designated

Teacher, speak to the Deputy Designated Teacher. In his/her absence, speak to the most senior member of staff on the premises.

***The role of the Designated Teacher is to:***

- Obtain information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- They should also consult with London Borough of Bexley Children’s Social Care (includes the Disabled Children Services) or Safeguarding Children Service to clarify any doubts or worries (For contact details, see **appendix A**)
- The Designated Teacher should make a referral to Children’s Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child.
- The referral should be made to Children’s Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough. In Bexley, depending on the child’s address, referrals are made to either East or West Child Care Teams. If the child is disabled, the referral should be made to the Disabled Children Service.
- A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school portal or through the London Borough of Bexley or LSCB websites) within 48 hours.
- When making a referral, the designated teacher should keep a written record of:
  - Discussions with child
  - Discussions with parent/s
  - Discussions with staff
  - Information provided to Social Care
  - Advice given and decisions taken (clearly times, dated and signed).

**6. Chislehurst and Sidcup grammar school**

*a. Policy*

- i. To provide a safe and structured environment in which students can learn without being affected by any other students; aims are to **1. Promote good behaviour 2. Prevent Bullying 3. Regulate the conduct of students 4. Ensure the students are able to learn and achieve success**
- b. *Policy in Practice*
  - i. lunchtime or afterschool detention( parents will be informed)
  - ii. Exclusion- will be given if a student
    - 1. Commits a serious actual or threatened violence against another pupil or a member of staff
    - 2. Sexual abuse or assault
    - 3. Supplying an illegal drug
    - 4. Carrying an offensive weapon

## 7. Cleeve park school

- a. *Policy-*
  - i. The aim of this policy is to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied.
- b. *Definition of Bullying*
  - i. Emotional
  - ii. Physical
  - iii. **Racist**
  - iv. Homophobic, etc.
- c. *Students who are being bullied*
  - i. Students are encouraged at all times to report incidents of bullying; they can approach their tutor, Support Officer, teacher, and anyone else at the school that they feel comfortable talking to.
- d. *Dealing with Bullies*
  - i. Use of Restorative Justice
  - ii. Parental/carers meeting
  - iii. Removal of certain privileges
  - iv. Referral to Safer Schools Police Officer
  - v. Sanctions such as detentions, Internal exclusion, Fixed Term Exclusion, Permanent Exclusion
- e. *Prevention*
  - i. Staff is expected to reinforce the message that bullying is unacceptable and will take positive action to prevent it from happening.
  - ii. Staff will raise awareness through **activities during Anti-Bullying week, External Agencies, Workshop and consolation days, Assemblies, Student surveys, Cyber safety monitoring.**

## **8. Erith School**

### *a. Policy*

- i. Erith school is committed to practice, which protects children from harm. Staff and volunteers in this organization accept and recognize our responsibilities to develop awareness of the issues, which cause children harm.

### *b. Definition of Abuse*

- i. Physical Abuse
- ii. Emotional Abuse
- iii. Sexual Abuse
- iv. Neglect

### *c. What to do if you suspect an abuse may have occurred*

- i. Report all concerns to the designated person.

### *d. Responding to a child making allegations of abuse*

- i. Listen and stay calm, allow the child to continue at his/her own pace, ask questions for clarification, record in writing what the child has said in their own words. Pass the information to the designate person.

### *e. Support and Training*

- i. In addition to safeguard training, the designated person undertakes training in inter-agency working that is provided by Bexley LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skill up to date.

## **9. St Catherine's roman catholic school for girls**

### *a. Purpose*

- i. We want St Catherine's Catholic School to be a happy caring and safe learning environment where our pupils can attain and achieve. Our Anti-Bullying Policy clarifies for students, staff and parents/carers that bullying in all its forms is always unacceptable. There is no place for it in the Catholic ethos of our school

### *b. Definition of Bullying*

- i. Emotional/Mental
- ii. Physical
- iii. Verbal
- iv. Racist
- v. Cyber
- vi. Disability
- vii. Body image
- viii. Homophobic
- ix. Transphobic

### *c. Reporting and Recording incidents of bullying*

- i. Our school has systems in place to enable students and parents to report bullying incidents.

- d. *Responding to bullying incidents*
  - i. Be available, investigate , record, respond, follow up
- e. *Strategies for preventing bullying*
  - i. The school takes advice and welcomes training from the Anti-Bullying Project and range of services across both the statutory and voluntary sectors.
  - ii. Peer support networks, including peer mentoring , etc.
- f. *Monitoring and Review*
  - i. The policy will be reviewed every 2 years and will involve consultation with students, parents/carers and staff.

## **10. St. Columba Roman Catholic school for boys**

- a. *Bullying policy*
  - i. To reduce the number of bullying, discriminatory, harassment related incidents; to involve students, parents, staff and Governors in the development of our Anti-Bullying Policy and strategy.
- b. *What is Bullying?*
  - i. Bullying is a persistent behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude. Bullying can be racist, sexist, or homophobic .
- c. *What is not Bullying?*
  - i. Disagreeing
  - ii. Name-calling between two friends
  - iii. Play fighting
  - iv. Having an argument or even fighting ( where there is no imbalance of power or intimidation)
- d. *How we encourage students to tell/report*
  - i. Peer mentors
  - ii. Encourage parents to report by ensuring
- e. *How to prevent Bullying*
  - i. Have a dedicated member of Senior Leadership Team who leads on Anti-Bullying
  - ii. Peer support including peer mentoring, playground buddies and “ listening ear”.
  - iii. Make clear expectation of staff of their responsibility to act as positive role models, ensuring their actions never exacerbate bullying and that they challenge any language or actions considered discriminatory.
- f. *How we deal with incidents of Bullying and Discriminatory Behaviour*
  - i. The Five Step Approach to incident management provides a sound general process, whenever and wherever incidents occur. This is outlined below, and is followed by a more detailed analysis of possible Responses.



## 11. The Business Academy

### a. Policy

- i. The policies applies to all the staff groups and students at the Business Academy, Bexley. This policy responds to the requirements of the Equality Act of 2010. We do not discriminate against students or staff or treat them less favourable because of sex/gender, race, colour, ethnic, nationality or national origin, disability, age , religion or belief, sexual orientation, gender reassignment, pregnant or maternity, inequality arising from parental or family circumstance, marital or civil partner status.

### ii. Key principles

1. All learners are of equal value
2. We have the highest expectations of our students
3. We work to raise standards for all students and remove barriers for the most vulnerable.
4. We recognise value and respect differences and understand that diversity is strength.
5. We foster positive attitudes and relationships
6. We seek to observe good equalities practice for our staff.

### b. What we are doing to eliminate discrimination, harassment, and victimisation.

- i. Our admissions arrangements are fair, transparent and complaint with the School Admissions Code.
- ii. The academy policies and practice on Attendance, Anti-Bullying, Behaviour, Exclusions, and Safeguarding & Special Educational Need take account full account of the duties under the Equality Act and as outlined in the Public Sector Equality Duty requirements as listed above.
- iii. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

### c. Other ways we address equality issues

- i. We analyse feedback from a range of sources including:
  1. From parent survey, parents' evenings and from focus group meetings
  2. From staff surveys, staff meetings and training events.
  3. From students, The Student Leadership Council meetings, She/SEAL lessons and whole academy student surveys
  4. Issues raised in Annual Reviews or reviews on Individual Education Plans or Behaviour Support Plans/ Pastoral Support Plans or at secondary sector inclusion Panel meetings.

- d. *Roles, Responsibilities, Reporting and Responding to Concerns*
  - i. Students- All students are expected to support our commitment to equalities and comply with the duties set out in this policy.
  - ii. Staff- All staff are expected to support our commitment to equalities and comply with the duties in this policy,
    - 1. Promote an inclusive and collaborative ethos in their classroom
    - 2. Challenge prejudice and discrimination
    - 3. Maintain the highest expectations of success for all students, etc.

**12. Townsley Grammar School for Girls**

- a. *( No policy page could be found)*

**13. Trinity Church of England school**

- a. *( No policy page could be found)*

**14. Welling school**

- a. *Policy*
  - i. *We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere.*
- b. *What is bullying?*
  - i. *Emotional*
  - ii. *Physical*
  - iii. **Racist**
  - iv. *Sexual*
  - v. *Homophobic*
  - vi. *Cyber*
  - vii. *Verbal*
- c. *Who to tell?*
  - i. *Head of year*
  - ii. *Care and Guidance*
  - iii. *Tutor*
  - iv. *Perfects*
  - v. *Teachers*
  - vi. *Mentor/Buddy*
  - vii. *Support Staff*
- d. *Action by staff*
  - i. *Take action as quickly as possible*
  - ii. *Think hard about whether their action needs to be private or public*
  - iii. *Reassure the victim- don't make them feel inadequate*
  - iv. *Offer concrete help, advice and support.*
  - v. *Encourage the bully to see the victim's point of view. Etc.*
- e. *Prevention of Bullying*
  - i. *At Staff meetings.*
  - ii. *PHSE/Citizenship lessons*
  - iii. *In assemblies*

- iv. In Tutor time
  - v. School Council
  - vi. By displaying posters and leaflets, etc.
- f. The effectiveness of this policy will be evaluated annually/ every 2 years and the outcomes of evaluation reported to the Governing Body
- i. Number and type of incidents of bullying each
  - ii. Student questionnaires
  - iii. Reports from School Council/School prefects
  - iv. Review of ECM outcomes ( in particular, “ staying safe”)

## **15. Harris Academy Falconwood**

- a. *Statement of Intent-*
- i. Harris Academy Falconwood is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere.
- b. What is Bullying?
- i. It is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
    1. Name-calling
    2. Taunting
    3. Mocking
    4. Making offensive comments
    5. Inappropriate text messaging
    6. Emailing and messaging
    7. Etc.
  - ii. Students are bullied for a variety of reasons
    1. Bullying related to race, religion and belief or culture
    2. Bullying related to special education needs
    3. Bullying related to appearance or health conditions
    4. Bullying related to sexual orientation or gender reassignment
    5. Bullying of young carers or looked after children or otherwise related to home circumstances
    6. Sexist or sexual Bullying
  - iii. Procedures
    1. Harris Academy Falconwood believes in and implements Bullying.
      - a. Discusses, monitors and reviews our anti-bullying policy on a regular basis.
      - b. Supports staff to identify and tackle bullying appropriately
      - c. Ensures that students are aware that all bullying concerns will be dealt with effectively

