



PARENT FOCUS GROUP

MONDAY 27TH SEPTEMBER AT 11 AM

Anti-Bullying & Racism

Welcome ...

- Sara Hughes – Parent Governor
- Helen Morris – Headteacher
- Karla Strong – Deputy Headteacher

The purpose of the Parent Forums is to encourage open discussion between parents/carers and school staff. There will be opportunities to ask questions, share ideas, and strengthen understanding on a range of specific, pre-determined topics.

- **Agreement:**

- In order to gain the most out of the sessions, all participants are kindly asked to agree to the following principals:
- To be a positive participant in the session. Share views, ask questions, be involved
- To always be respectful of the views of other group members
- To allow others time to speak, and actively listen to them
- To stick to the specific topic which has been set for discussion
- To be mindful of confidentiality, and not speak about individual children, families or situations which can be identified
- To have an open mind and be receptive to different ideas
- To always keep the best interests of children at the centre of any discussion

Objectives

We want to:

- Understand the impact of bullying and racism on children
- Know about school policies and procedures
- Find out how our curriculum supports understanding these themes

The impact of bullying and racism on children

isolation



shame



depression



anger

Bullying is 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 includes behaviour such as name calling, spreading hurtful rumours, excluding someone from groups, taking possessions or money, hitting, pushing or kicking and unwanted sexual touch.

Cyberbullying has the same effect as face to face bullying but takes place over the internet or through phones.

Bullying is often driven by prejudice and can be targeted at someone's gender, race / culture, religion or perceived sexuality.

Children and young people may also find themselves a target because of a disability, disfigurement or illness.

Prevention – what we do to help tackle bullying and racism

- Bullying and diversity is part of our curriculum that is regularly revisited – this is something we are continuing to develop and improve
- We teach children to speak up and challenge abusive behavior – the 'helping hand'
- Culturally relevant teaching – including key texts and resources
- Staff development opportunities so that staff are confident talking openly about race & bullying with pupils
- RSHE / RE curriculum in particular focus on relationships, understanding families and developing a sense of self
- Community partnerships

So what happens if you think your child is being bullied or a victim of racist abuse?



Anti-Bullying Policy

Investigated thoroughly by talking to all involved

Mindful of intimidation and increased monitoring

Bullying / racism isn't tolerated and consequences will be given but the aim is to always educate the perpetrator and integrate them back

ALL parents informed

May involve other organisations

Support will be offered and a range of strategies can be shared to help everyone move forward

Always taken seriously

Always recorded to monitor patterns and make timely interventions

Scenarios

Two children playing in the early years role play area. One says to the other, '*you can't play in here, you have brown skin*'. This is overheard by a member of staff.



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1. Listen and believe
2. Find out more, talk to all involved; this could be children, staff, parents
3. Support and relevant consequences put in place with the focus on CHANGE not blame and shame
4. Inform and update all parties
5. Recorded and reported in a timely and accurate manner

A parent informs us that they have seen WhatsApp messages on their child's phone. The messages involve a number of children all talking about one other child and calling them names, laughing about them and one saying they will hit the child.



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How do we look to improve as a school?

- Are we developing our cultural knowledge in the same way as we would academic?
- How often do we engage in a conversation about race with our pupils?
- When teaching historical periods such as the Victorians, are we teaching the whole picture or are we seeing it through a white British lens?
- Do our pupils know how we tackle racism and inequality?
- Are our children confident and equipped to spot bullying behaviours?
- Do they understand the impact on each other?
- Do they have the skills to speak up and speak out?
- Are all of our staff clear about policies and procedures?