

Haggerston School

Equal Opportunities

and

Anti-Bullying

Policies

March 2017

(Updated with DfE requirements: November 2018)

Introduction

At Haggerston School we are committed to equal opportunities for all students and for all staff. Haggerston School is compliant with the Public Sector Equality Duty under the Equality Act 2010. Equal Opportunities is overseen by a member of the Senior Leadership Team. The school ensures that we review our provision with students engaging through the Student Union and Headteacher's Ambassadors. Staff review aspects through working groups, where, for example, LGBTQ has been a recent focus.

Our anti-racism and anti-sexism statements are displayed around the school. Staff should ensure that any that are removed are replaced immediately. The students, staff and governors have developed our policies on equal opportunities. They are under constant review to ensure that they are consistently implemented by all and improved to meet our changing needs. In pursuit of equal opportunities, and supporting the statutory equality objectives shared by the DfE - <https://www.gov.uk/government/publications/department-for-education-equality-objectives> , we are committed to:

- ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed National Curriculum and more robust academic and vocational qualifications up to the age of 19.
- narrow the achievement gap for children and young people, including children in care, by ensuring increased opportunities and improved outcomes.
- learning from the international evidence, provide parents with more choice between high quality schools; give all schools more freedom, raise teaching standards and reform funding arrangements to be fairer, more transparent and to deliver value for money.
- help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or exclusion.
- improving the effectiveness and efficiency of the School.

Anti-racism statement

Racism is a combination of racial prejudice, racial discrimination, stereotyping and ethnocentricity. It might be backed up by institutional power, which may be defined as institutional racism. This is where racism exists as part of the system, so that no individual or small group can be identified as primarily responsible.

Racism is used to disadvantage some groups and to give advantage to other groups.

Racism can occur in a variety of forms. Racism, as expressed through an individual or small group, can be intentional or unintentional.

Racism is created by material conditions. Racism is not simply 'part of human nature'. It is a result of political, economic and religious domination of one race or nation over another. Racism involves power. It is the material conditions, the power relations, which exist in our world, which create and sustain racism.

We live in a society where racism exists. We recognise that students will get messages outside school which conflict with our anti-racist policy. Racism exists throughout our society. Simply ignoring it or pretending that it does not exist cannot challenge it.

Anti-racism and the curriculum

We have a responsibility to provide an appropriate curriculum, which will enable all of our students to succeed. To this end the teaching staff at Haggerston School are committed to:

- recognising and tackling any racism inherent within the curriculum.
- developing an appreciation of community languages through language awareness
- ensuring adequate funding within the mainstream classroom to support bi-lingual students and students from minority groups in Britain, who may be underachieving
- ensuring that teaching groups, including option groups and the Bridging Group at post-16, reflect the whole school community
- all faculties regularly review all materials to check for racist or sexist bias. New materials include positive images of different races and ethnic minorities.

Anti-racism and the practice of teaching

In our classrooms, through the way we teach as well as through what we teach, we can begin to develop a positive anti-racist education. We will do this by:

- having similar expectations of all students regardless of their racial/ethnic origins
- grouping students so that they are encouraged to work co-operatively in this multi-racial school
- using appropriate teaching philosophy, strategies and techniques to reflect, support and develop the cultural and linguistic diversity within our society.

Anti-racism and staffing

In staffing the school we must not discriminate against any person on the grounds of their race. We celebrate diversity and therefore value the experience that staff from minority ethnic groups bring to the school. We recognise that if we are to attract and retain such staff we must have a policy of positive recruitment and support. We monitor our recruitment procedures to ensure that we do not discriminate against candidates from black or ethnic minority backgrounds.

Racist incidents – procedures

All racist incidents must be reported immediately on an incident form/SIMS. If a racist incident occurs, the member of staff present, or the person to whom the incident was reported, must complete an incident form/SIMS, make a copy for the appropriate Head of School/Faculty and give the original to the Equal Opportunities SLT member (EO SLT). Written statements should normally

be taken from all those involved. The SLT is responsible for monitoring incidents and helping to support the staff involved. Students are currently using a Student Incident Form, which is being monitored by the SLT and the student group.

Whilst we recognise that every incident is different, the action likely to be taken if an incident occurs is indicated below.

Racist incidents - a summary of action recommended

All incidents to be reported to HOL and EO SLT member. Tutors will be informed and may be involved.

Type of Incident	Staff Report	Counsel	Report to HOL	Eq Opps SLT	Report to SLT/HT	Parents	FTE/IEU
Verbal Abuse	√	√	√	√			
a) Once	√	√	√	√			
b) Occasional	√	√	√	√	√	√	
c) Persistent	√	√	√	√	√	√	
d) Vicious	√	√	√	√	√	√	
Graffiti	√	√	√	√	√	√	
Racist Literature	√	√	√	√	√	√	√
Violence	√	√	√	√	√	√	√

Every racist incident will be treated seriously

A record is kept by the EO SLT member of incidents, who is also responsible for constantly reviewing this record. In addition, there is an annual review of racist incidents.

Anti-Sexism statement

The staff at Haggerston School are committed to delivering an education and providing a learning environment free from all forms of sexism. Sexism affects everyone, men as well as women, because it creates inequality. Sexism may be defined as discrimination on the basis of gender. However, because of the different way in which society treats men and women, sexism particularly affects girls and women. Sexism is based upon and perpetuates the idea of male superiority. It leads to women and girls feeling undervalued, excluded and, at times, physically threatened. Stereotyping males and masculinity should be challenged.

As a mixed school we recognise that we have a duty to prepare our students to deal with and challenge sexism. Sexism is unacceptable in our school.

In the curriculum we are committed to:

- recognising and eliminating any sexism inherent within the curriculum.
- considering the causes and the history of women's oppression

- highlighting the various roles women have played in human history, as well as the contribution they have made to the development of specific subjects
- examining the use of language in maintaining sexist attitudes
- ensuring all departments regularly review material for sexist bias. New material should include positive images of women
- ensuring that the way we teach, as well as what we teach, challenges sexism and raises the self-esteem of our students as young women.
- in the staffing of the school we do not discriminate against any person on the grounds of their sex or sexuality
- monitor our recruitment and promotion procedures to ensure that we do not discriminate against candidates on the basis of gender
- seek to provide positive role models, particularly in those subject areas traditionally dominated by men.

Incidents Procedure

Any sexist incidents must be reported immediately on an incident form/SIMS and procedures followed as set out on the grid for racist incidents. All incidents should be reported to the Head of School/Faculty and EO SLT member. Any form of sexist behaviour should be challenged and reported by everyone in the school. Such behaviour includes:

- the use of abusive words whether sexist or heterosexual,
- offensive remarks made about a person's body, sex or sexuality
- remarks designed to make women and girls feel worthless or undervalued
- sexist graffiti
- so-called jokes about a person's gender or sexuality
- unwelcome attention or physical contact, which makes a person feel uncomfortable.

Sexist behaviour will always be dealt with seriously.

Type of Incident	Staff Report	Counsel	Report to HOL	Eq Opps SLT	Report to SLT/HT	Parents	FTE/IEU
Verbal Abuse	√	√	√	√			
a) Once	√	√	√	√			
b) Occasional	√	√	√	√	√	√	
c) Persistent	√	√	√	√	√	√	
d) Vicious	√	√	√	√	√	√	
Graffiti	√	√	√	√	√	√	
Racist Literature	√	√	√	√	√	√	√
Violence	√	√	√	√	√	√	√

Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ)

Homophobia is the irrational hatred, intolerance, and fear of LGBTQ people.

These prejudicial feelings fuel the myths, stereotypes, discrimination and violence against people who are LGBTQ.

LGBTQ people who are socialised in a homophobic society often internalise these negative stereotypes and can develop some degree of low self esteem and self hatred. This can be described as **internalised homophobia**.

All incidents of homophobia must be reported immediately on an incident form/SIMS and reported to the relevant staff and members of SLT.

Type of Incident	Staff Report	Counsel	Report to HOL	Eq Opps SLT	Report to SLT/HT	Parents	FTE/IEU
Verbal Abuse	√	√	√	√			
a) Once	√	√	√	√			
b) Occasional	√	√	√	√	√	√	
c) Persistent	√	√	√	√	√	√	
d) Vicious	√	√	√	√	√	√	
Graffiti	√	√	√	√	√	√	
Racist Literature	√	√	√	√	√	√	√
Violence	√	√	√	√	√	√	√

Anti-bullying policy

What is bullying?

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals, by a person or group of persons, causing physical or psychological harm to the victim.

The attacks typically are repeated and occur over a period of time.

General Principles

- Haggerston School is an anti - bullying school; bullying is not accepted in our community.
- We work in partnerships based on mutual respect and we value and respect everyone equally through listening and sharing.
- Our curriculum includes preventative approaches to bullying.
- No one should have to tolerate bullying because bullying hinders learning.
- Everyone in the school community should know and understand the school's policy on bullying and how to respond to a bullying incident.

- A response to bullying must be made and seen to be made; action needs to be taken to support the person being bullied and to change bullying behaviour.

Aims:

- to eliminate incidents of bullying
- to deal with bullying effectively
- to work together to create and maintain a secure, calm and healthy learning environment
- to record and analyse incidents of bullying
- to monitor and evaluate the effectiveness of the anti-bullying policy
- to review the anti-bullying policy to inform future practice.

Types of bullying

Haggerston recognises that there are different types of bullying behaviours, but maintains that bullying of any type is not acceptable. The following list provides an overview -

Racist bullying – schools have a statutory duty to report incidents of racist bullying to the local authority.

Gender bullying – this may involve sexist comments, unfavourable treatment or use of stereotypes.

Cyber bullying – the use of technology to harass, intimidate or bully an individual or group.

Homophobic bullying – the bullying of an individual who identifies as LGBTQ or who is perceived to be.

Bullying of students with special educational needs – the bullying of an individual or group who has been identified as having a special educational need.

Bullying by exclusion – when an individual or group is socially excluded.

Other types of bullying may include bullying of individuals or groups with health conditions, religious or cultural bullying, or bullying of looked after students or young carers.

All bullying is unacceptable and will not be tolerated.

Bullying and Harassment

What are bullying and harassment?

Bullying and harassment can both be defined as a physical, psychological or verbal attack against an individual or group of individuals, by a person or group of persons, causing physical or psychological harm to the victim.

Haggerston School regards harassment as an example of an action of this nature which is isolated and occurs once. Bullying is where examples of these attacks are repeated, insidious and occurring over time.

Incidences of harassment will be responded to according to the behaviour policy sanctions depending on their nature.. The remainder of this policy deals with the incidence of bullying.

Identifying and reporting concerns about bullying

- All concerns about bullying will be taken seriously and investigated thoroughly.
- Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.
- There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.
- Students who are bullying others also need support to help them understand and change their behaviour.
- Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.
- All students will be encouraged to report bullying by talking to a member of staff of their choice or contacting local and national support agencies for advice/support
- Staff who are being bullied will be encouraged to report it to a colleague of their choice.
- Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with students or their families can lead to problems escalating.
- The SLT and GB receive termly and annual behaviour reports which include reports of racism and bullying.

Responding to reports about bullying

Haggerston School

The school will take the following steps when dealing with concerns about bullying:

- if bullying is suspected or reported, the member of staff who has been made aware of it must complete an incident form and the bullying box ticked, as part of our monitoring process;
- it may also be racist or sexist bullying, in which case tick the relevant box as well;
- a clear account of the concern will be recorded and given to the appropriate Head of School/Assistant to the Head of School;
- the Head of School/Year Leader/Assistant Head of School will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice;
- form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- parents and other relevant adults will be kept informed;

- where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken;
- sanctions will be used as appropriate and in consultation with all parties involved;
- it is vital that accurate records are kept of incidents and how the school has responded.

Students and staff

Students and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice;
- providing reassurance that the bullying will be addressed;
- offering continuous support;
- restoring self-esteem and confidence;
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate;

Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and need to change;
- informing parents to help change the attitude of the student;
- a referral to the Student Referral Group, if use of specialist interventions and/or referrals to other agencies where appropriate;
- sanctions should be used where bullying incidents are clearly proven e.g. the bully should apologise and think of a way in which they can make up for the behaviour
- the bullying incident should be referred according to the clear guidelines in the whole school behaviour policy.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- behaviour contracts
- exclusion from certain areas of the school premises;
- internal exclusion;
- fixed-term exclusion;
- permanent exclusion;

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.

- Where a student is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate through the SRG and Safer School Police Officer.

Preventative measures

The school will:

- raise awareness of the nature of bullying through inclusion in PSHCE, form tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour;
- participate in national and local initiatives such as Anti-bullying Week;
- seek to develop links with the wider community that will support inclusive anti-bullying;
- Praising students for positive behaviour, including citations to behave positively;
- staff/adults in school providing positive role models;
- training for students on buddying to combat bullying
- training for staff and all employed at Haggerston School offered, in order to establish a common understanding within the school and the need for vigilance;
- posters displayed throughout the school.

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b) Occasional	√	√	√	√	√	√	
c) Persistent	√	√	√	√	√	√	
d) Vicious	√	√	√	√	√	√	
Graffiti	√	√	√	√	√	√	
Racist Literature	√	√	√	√	√	√	√
Violence	√	√	√	√	√	√	√

The Student Union's anti-bullying stance.

Students at Haggerston believe:

- we are all responsible for helping to make sure that students feel safe at Haggerston School;
- bullies are weak not strong;
- bullying is wrong; it is cruel, selfish and hurtful to others;
- we should not tolerate any sort of bullying to any student; bullying makes people upset and makes them scared to come to school;

- we should live in a bully free environment; we should not tolerate any sort of bullying to any student;
- we are not following our equal opportunities policy if we allow people to bully;
- we should not behave in a bullying way ourselves and if we see any incidents of bullying we must report them;
- we should always seek the help of an adult rather than try to deal with a bullying incident ourselves - or we could also be accused of bullying, in some situations;
- we are all responsible for helping to make sure that students feel safe at Haggerston School;
- we should support the victim and make them feel safe;
- talk to the person who has bullied and try to help them change their behaviour;
- where possible, the two sides should be brought together to sort out the problem.

Promotion of this policy

- The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new students and staff and through regular awareness raising activities with existing students and their families.

Monitoring, evaluation and review

- A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the local authority.
- An annual report will be made to the governing body, including statistics about:
 - the number of reported concerns;
 - monitoring information about the students involved;
 - motivations for bullying;
 - actions taken and outcomes;
- statistical information will be provided to the local authority as required.
- The school will review the policy annually and assess its implementation and effectiveness.

Amended/rewritten	February 2017
Agreed by the Governing Body	28 March 2017
Signed by the Chair	Barry O'Brien
Period of review	Every 4 years
Updated with DfE requirements	5 November 2018
Date of review	March 2021