



**Woodlane High School**

achieving success in a nurturing environment

# **Equal Opportunity, Diversity, Racial Equality and Harassment Policy**

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# Equal Opportunity, Diversity, and Racial Equality Policy

## 1. Introduction

1.1 Woodlane High School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference.

1.2 Every member of Woodlane is regarded as of equal worth and importance, irrespective of his/her:

- Age
- Disability
- Race
- Sex
- Gender Identity
- Maternal/paternal status
- Religion
- Sexual orientation
- Marital status

1.3 Every aspect of school activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils.

1.4 The school environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

1.5 We live in a society where disability discrimination segregates and isolates people from their communities. We aim, through a proactive approach to inclusion, to ensure our pupils have equality of access to learning experiences.

## 2. The Law and Discrimination

2.1 Woodlane Equality and Diversity Policy has been developed in line with the following legal framework:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.
- Special Educational Needs (Information) Regulations 1999.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Specific Duties Regulations 2011.
- The Sex Discrimination Act 1975.
- The Race Relations Act 1976.

2.2 As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

**2.3** We understand the principals of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the following areas:

- Age (for employees not for service provision)
- Disability
- Race
- Sex
- Gender identity
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

## **2.1 Sex Discrimination**

The Sex Discrimination Act 1975 applies to both males and females and makes it unlawful to discriminate against a person on the grounds of his or her sex. As a school community we will not accept sex discrimination in any form.

## **2.2 Racial Discrimination**

The Race Relations Act 1976 defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic or national origins. As a school community we will not accept racial discrimination in any form.

We believe that the process of ensuring equal opportunities and racial equality is central to the development to a fair, holistic teaching and learning environment in which all members of our school community can work and learn together. We work to create a learning environment where the diversity, needs and achievements of all members of the school community are recognised, valued and celebrated.

**2.2.1** The school community is committed to the central themes of the Race Relations Act (1976) and the Amendment (2000). The act aims to:

- eliminate unlawful discrimination;
- promote equality of opportunities; and
- promote good race relations between people of different racial groups.

**2.2.2** We aim to ensure that all pupils and staff are treated with respect and no applicant, employee or pupil is discriminated against because of ethnic or national origins, race or colour. All stakeholders should feel that they are treated fairly and consistently and that their contribution to school life is valued.

**2.2.3** We define racial discrimination in line with the Stephen Lawrence report, which stated that it is: *'any incident which is perceived to be racist by the victim or any other person.'*

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#### 2.2.4 To address these themes, the school community aims to:

- show a commitment to working towards racial equality and to combating racial discrimination and racial harassment;
- increase mutual understanding and respect;
- comply with the statutory Code of Practice for the elimination of racial discrimination and the promotion of racial equality in employment;
- be sensitive to the needs of members of all ethnic and national groups represented in the school community;
- set out how the school will challenge racism. including:
  - the school's approach to anti-racism;
  - how the school will challenge racist attitudes;
- set out how the school will celebrate and promote cultural diversity;
- take into account the school's policy on preventing harassment;
- ensure that the policy is communicated, in an appropriate form, to everyone associated with the school;
- help pupils prepare for future life in a multi-ethnic and multi-faith society.

### 2.3 Disability Discrimination

New duties came into effect in September 2002, extending the Disability Discrimination Act 1995 to cover every aspect of education. The Special Educational Needs & Disability Act 2001 amends the Disability Discrimination Act to prevent discrimination against disabled people in their access to education. As a school community we will not accept disability discrimination in any form. The Equality Act 2010 further outlines reasonable adjustment.

The duties make it unlawful to discriminate, without justification, against pupils and prospective pupils, in all aspects of school life. The principle behind the legislation, fully supported by our school community is that, wherever possible, disabled people should have the same opportunity as non-disabled people in their access to education. Since September 2002 there has been a requirement for the school to publish its accessibility plan, this can be found on the school website.

### 3. Aims of the Policy

Our school community aims to:

- ensure that children and staff recognise that discrimination on the basis of age, disability, race, sex, gender identity, maternal/paternal status, religion, sexual orientation or marital status is not acceptable.
- provide an environment in which all children and staff feel safe enough to express and question views.
- ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- ensure the principles and practices of equal opportunities apply to all members of the school community including pupils; teaching and non-teaching staff; parents/carers; governors and visitors.
- ensure Equal Opportunities practices are evident in:
  - a) the formal curriculum (the programme of lessons);
  - b) the informal curriculum (extra-curricular activities); and

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- c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- educate, develop and prepare all our children for life whatever their age, disability, race, sex, gender identity, religion or sexual orientation.
- encourage both pupils and teachers to feel that they have a responsibility to contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- ensure that all pupils are seen as individuals and each pupil's education and care programme is developed as a direct response to their needs and abilities, based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic practice.

#### **4. Action ensuring the policy becomes day-to-day practice**

##### **4.1 Admissions**

Admission, managed through the LA SNAPT panel and Individual Progress Section, do not permit sex, race, colour or disability to be used as criteria for admission.

##### **4.2 Registration and Attendance**

Pupil and staff names are accurately recorded and correctly pronounced. Pupils are actively encouraged to accept and respect names from other cultures.

At all times attendance will be monitored carefully, including by ethnic group, to help devise strategies to address poor attendance. At the discretion of the Headteacher, time off may be permitted for religious observance.

##### **4.3 Discipline & Exclusion**

Woodlane will:

- ensure permanent exclusions are avoided whenever possible and only made after all other strategies and methods have been exhausted.
- ensure that the school's procedures for promoting positive behaviour are fair and applied equally to all pupils irrespective of age, disability, race, sex, gender, religion or sexual orientation.
- develop support strategies for re-integrating pupils after fixed term exclusion or long term absence that address the needs of all pupils irrespective of age, disability, race, sex, gender, religion or sexual orientation.

##### **4.4 Discrimination**

All forms of discrimination by any person within the school's responsibility are treated seriously, therefore:

- Racist symbols, badges and insignia on clothing and equipment are forbidden in school.

- Staff are made aware of possible cultural assumptions and bias within their own attitudes.
- In all staff appointments the best candidate is appointed based on strict professional criteria.
- Parents are made aware of the school's commitment to equal opportunities through the school prospectus and in our general approach and tone in any written or verbal communication.
- All cases of discrimination or prejudice are taken seriously and dealt with, as appropriate, according to existing sanction procedures. A record is kept of all incidents.

#### **4.5 Language**

The school views linguistic diversity positively. Pupils and staff are encouraged to feel that their home language is valued. We provide opportunities for pupils to take language (mother tongue) GCSEs.

#### **4.6 Culture, Class and Race**

**4.6.1** Woodlane acknowledges that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony. The school community:

- has devised this policy to promote racial equality which is sensitive to the individual needs of the staff and pupils of Woodlane whilst committing the school to working towards racial equality and combating racial discrimination and harassment;
- are sensitive to the needs of all pupils and ensure that their achievements are valued;
- celebrate cultural diversity;
- use the information gathered through ethnic monitoring to seek ways of ensuring equality of opportunities for all pupils and staff;
- ensure that racial equality is embedded in school policies and procedures;
- ensure that this policy is rigorously implemented.

**4.6.2** Woodlane recognises the inequalities of opportunity that exist within society for individuals and groups and is determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.

**4.6.3** We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background, e.g. Sikhs' turbans, Muslim girls' headscarves etc. However, these must comply with the colour of the school uniform.

**4.6.4** We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school. We will hold theme days which for example, celebrates cultural diversity, educates pupils about special needs and disabilities etc.

**4.6.5** We try to counter negative, patronising and stereotyped views: believing a prime cause of prejudice is ignorance and misunderstanding.

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#### 4.6.6 Woodlane will develop a curriculum that will:

- ensure that all pupils have appropriate access to all areas of the curriculum, provided at a suitable level and differentiated according to need;
- endeavour to provide a broad, balanced and relevant curriculum that takes into account the ethnic background and language needs of all pupils and draws on areas of interest to pupils from different groups;
- provide a curriculum that is relevant and meaningful to all pupils;
- encourage teaching methods and styles that take account of the needs of pupils from different groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality;
- ensure that all staff have knowledge of and a willingness to use the widest possible range of strategies and teaching styles to enable all pupils to have access to the curriculum. All staff should be aware of their responsibility to address the range of SEN presented in the school, both in terms of content and delivery;
- ensure that activities are planned and delivered in such a way that pupils are able to make measurable progress, relative to their existing knowledge and skills and promote a greater understanding of cultural diversity, racial equality and the importance of challenging discrimination;
- ensure that appropriate use is made of the resources available within the local ethnic minority communities.

#### 4.6.7 Woodlane will ensure that there are clear procedures for reporting any incidents of discrimination, and that these are utilised effectively.

All racial incidents should be reported, at the earliest opportunity, to the Headteacher (or deputy in their absence). The incident should be written up by the witness/victim as soon as possible. The Headteacher has a duty to complete an incident form, a copy being held on file in school and a copy sent to the LA. The Headteacher will report to governors on a termly basis. Incidents will be dealt with promptly and seriously and in line with the school 'Promoting Positive Behaviour, bullying and harassment policies, and where necessary in liaison with the LA or Metropolitan Police.

### 4.7 Gender

4.7.1 As a school, we recognise that there are still gender inequalities in our society that impose limits, particularly on girls' expectations and behaviour. We constantly examine our curriculum, procedures and materials for gender bias or inequality.

4.7.2 We encourage pupils to be aware of and question the rigid sex stereotypes presented by, for example, the media.

4.7.3 We are committed to providing a curriculum that avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex.

4.7.4 We ensure that:

- teachers allocate their time fairly between the sexes;
- all pupils have opportunities for working with pupils of both sexes;
- we question and break down traditional sex stereotypes;

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- we do not differentiate between the sexes in respect of our school uniform.

## **4.8 Religion**

- 4.8.1** We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent, to other religions. We seek to promote an ethos of tolerance, based on an understanding of and a respect for, the beliefs and practices of others.
- 4.8.2** With regard to the teaching of RE we consider that the role of the teacher is that of unbiased educator. We do not seek to make pupils religious, but to teach them about a range of world religions (please refer to RE policy for more information).

## **4.9 Resources and Environment**

- 4.9.1** Woodlane's aim is to make provision for all pupils according to their needs, irrespective of age, disability, race, sex, gender, religion or sexual orientation.
- 4.9.2** Our resources try to reflect the range of cultural and racial backgrounds of children and support a positive self-image. Displays similarly reflect a range of cultures and races.
- 4.9.3** We try to ensure that our resources include non-sexist books that value the achievements of women as well as men.
- 4.9.4** We will ensure that the school environment is suitable for all pupils, irrespective of age, disability, race, sex, gender, religion or sexual orientation. Including:
- Removing racist graffiti immediately from all school property.
  - Training staff to use school procedure effectively.
  - Recognising the importance of language to a person's sense of identity and belonging, providing opportunities for pupils to take language (mother tongue) GCSEs.
  - Having in place clear procedures for dealing with perpetrators of racist or discriminatory incidents.
  - Seek active links with appropriate external organisations to support the implementation of the policy

## **4.10 Relationships**

- 4.10.1** Our school community works to develop open and honest relationships between staff, pupils, parents and management where, should any member of the school community act in a manner contrary to the spirit of this policy, they can be made aware of the unacceptable nature of his/her behaviour.
- 4.10.2** In discussing any such concerns, we work to ensure that it be done in a supportive manner to encourage change and reinforce the principles of this policy.

## **4.11 Recruitment, Appointments & Interviews**

**4.11.1** The Headteacher will ensure that recruitment procedures, advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination.

**4.11.2** The school fully supports the fact that during employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. We also recognise that it is unlawful to discriminate in dismissals, particularly in redundancy dismissals.

**4.11.3** We will achieve this by ensuring:

- that recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment.
- that everyone involved in recruitment and selection adheres to the school's recruitment and selection procedures.
- we take steps to encourage people from under-represented ethnic groups to apply for positions at all levels in the school.
- we monitor recruitment and selection carefully to ensure that discrimination is not taking place.
- we provide all staff with access to training on issues of equality.
- we are proactive in identifying, supporting and providing relevant opportunities for professional development for all staff.

## **4.12 Pupils (Personal development, attainment and progress)**

**4.12.1** Woodlane will ensure that:

- we monitor, where appropriate, pupil attendance, behaviour, attainment and progress by ethnic group, gender, language, disability etc. to identify and act on areas of underperformance.
- we celebrate and value the achievement and progress of all pupils.
- we offer every pupil the support and guidance they need.
- we train staff to challenge prejudice and stereotyping and promote equality in learning, employment, training and career choice.
- we promote fundamental British Values, including: democracy; the rule of law; individual liberty; mutual respect; respect for those with different faiths and beliefs.
- we take steps to ensure pupils on work experience are not subject to prejudice or harassment.

## **4.13 Parents, Governors and Community Partnership**

**4.13.1** Woodlane will ensure that:

- all parents are regularly informed of their child's progress.
- we view parents/carers as partners and involve them as fully as possible in discussions about their child's learning.
- we provide accessible and meaningful information to parents/carers.
- we provide opportunities for parents to attend Parent Reference Groups, which allow for parents to shape school policies and practices.

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- we encourage people from ethnic minority communities to become school governors.
- we develop links with ethnic minority community groups.

## **5. Monitoring and Review**

We aim to monitor the impact of our policies and procedures on different groups (by age, disability, race, sex, gender, maternal/paternal status, religion, sexual orientation and marital status), therefore the impact and effectiveness of such policies are regularly assessed through our school self-review procedures.

# Combating Harassment Policy

## 1. Introduction

1.1 Our Combating Harassment policy is based on the borough policy. It has been updated in the light of a requirement on all school governing bodies to have in place a behaviour and discipline policy (please refer to our **Positive Behaviour Policy**). This policy also benefits from the recommendations of the Stephen Lawrence Inquiry Report which, amongst other things, makes clear recommendations in respect of the duty on schools to have in place strategies to prevent and address racism.

1.2 In formulating the policy the school has taken into account the following statement:

*We believe young people in Hammersmith & Fulham schools have the right to be treated with dignity and respect and valued for who they are and what they bring to the school. Therefore, behaviour which results in a young person feeling demeaned, threatened, intimidated or bullied by another person will not be permitted or condoned and the young person shall be entitled to have that behaviour responded to accordingly by the school.*

1.3 This policy aims to ensure that all incidents of harassment are handled by school in accordance with agreed procedures. Further it aims to enable any incidents to be dealt with as fairly and quickly as possible and to have those incidents recorded and monitored consistently.

1.4 For the purpose of the policy, harassment is defined as:

*Any form of behaviour which has the effect of intimidating, ridiculing and undermining the confidence of a person/group of people because of their age, disability, race, sex, gender, maternal/paternal status, religion, sexual orientation or marital status.*

Such behaviour may include:

- Offensive, derogatory gestures.
- Name calling, insults or derogatory remarks.
- Graffiti.
- The wearing of provocative badges or insignia.
- Dissemination of racist, sexist or homophobic literature or literature offensive to people with disabilities.
- Bullying, threats or actual physical assault.

## 1.5 Definitions of Harassment

### 1.5.1 Racial harassment

Racial harassment may be defined as:

*...any hostile or offensive act by a person of one racial and ethnic group against a person of another racial and ethnic group or any incitement to commit such an act.*

The school accepts the definition of a racist incident, defined by the Stephen Lawrence Inquiry as:

*...any incident which is perceived to be racist by the victim or any other person....*

## **ii) Sexual harassment**

Sexual harassment may be defined as:

*...making or inciting others to make unwanted verbal or sexual advances, sexually explicit derogatory statements or sexually discriminating remarks, which are offensive, threatening or humiliating...*

Specific examples of sexual harassment include unwelcome comments about dress and appearance especially if repeated after being asked to desist.

## **iii) Harassment against people who are lesbian, gay, bisexual or transgender**

Harassment against people who are lesbian, gay, bisexual or transgender may be defined as:

*...making or inciting the making of hostile or offensive acts or statements, which are derogatory to their sexuality...*

Specific examples of harassment include the ostracising of people who are lesbian, gay, bisexual or transgender because of their sexuality.

## **iv) Harassment against people with disabilities**

Harassment against people with disabilities may be defined as:

*...making or inciting others to make any hostile or offensive act or remark because of a person's disability...*

Specific examples of such behaviour include ridiculing or taunting people with disabilities.

## **v) Bullying**

Bullying may be defined as:

*...the behaviour arising from the deliberate use of strength or power in order to coerce others by threats and fear, with the wilful, conscious desire to hurt... (see **Anti-Bullying Policy**)*

## **2. Prevention**

We aim to maintain an ethos within the school, which prevents of any form of harassment including:

- Ensuring that the physical environment, through displays and curriculum materials, positively promotes a regard for individuals and shows a respect for different cultures and backgrounds.
- Developing equal opportunities strategies, with the involvement of the whole school community, which include making it clear that harassment is not acceptable behaviour and will be challenged.
- Informing pupils, students, parents, staff and governors about these strategies and how they link to other related school policies.
- Being familiar with the procedures to deal with incidents of harassment.
- Involving parents and governors with the staff and pupils in maintaining good attitudes and discipline.
- Developing effective means of communication with parents who are not actively involved, especially those whose first language is not English, or are refugees/asylum seekers.
- Tackling issues related to harassment within the school curriculum.
- Promote fundamental British Values, including: democracy; the rule of law; individual liberty; mutual respect; respect for those with different faiths and beliefs.
- Supporting the police in a programme of crime prevention in schools, including, at the appropriate level, discussions on the criminal nature of harassment, and that harassment will be effectively and sympathetically dealt with by the police in or outside of school premises.

## **3. The legal position**

The school is obliged to carry out its functions taking into account the duties specified in the Race Relations and Sex Discrimination Acts. Section 17 of the Race Relations Act of 1976 and Section 22 of the Sex Discrimination Act of 1975 makes it unlawful for bodies in charge of educational establishments to discriminate in the way they afford a pupil access to any benefits, facilities or services or by subjecting the pupil to any other detriment. Failure to deal adequately with complaints of racial or sexual harassment may result in a school becoming liable under this provision if a child is as a consequence of harassment, disadvantaged in the access to benefits, facilities or services compared to other children.

In order to positively comply with the legislation the school will undertake to:

- provide all staff with access to relevant training
- ensure that whole school policies, including the delivery of the curriculum, promote positive responses to harassment

## **4. Reporting and monitoring incidents**

As a response to the Stephen Lawrence Inquiry, DfEE Circular 10/99  
Social Inclusion: Pupil Support recommends:

***All schools' behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it. The school should record all racial incidents, and parents and governors should be informed of such incidents and the action taken to deal with them. Governing Bodies should inform LAs termly of the frequency of any incidents. Pupils who have suffered racial harassment, at or outside school, may need support.***

The school and governing body must, by law, have regard to this recommendation when reviewing or amending behaviour and discipline policies.

The school will record all incidents of harassment in schools on the school monitoring form in order to:

- Establish an overview of the pattern, frequency and type of incidents occurring.
- Ensure consistency of approach in the methods used to deal with perpetrators of harassment.
- Measure the effectiveness of school policies by providing a statistical base for analysing trends and acting upon these as appropriate.

The school **incident report form** will record all incidents under the categories of harassment defined in this document using the following characteristics:

- Non-verbal abuse e.g. derogatory gestures.
- Verbal abuse e.g. spoken insults/name calling.
- Damage to property e.g. graffiti.
- Literature or other printed materials such as badges.
- Bullying, threats or intimidation.
- Physical assault or violence.

A copy of **incident report form** will be held in the pupil's file and by the Headteacher in order to provide termly reports to the governing body and annually to the LA if incidents have occurred.

The Headteacher will ensure follow-up action is taken and be responsible for monitoring its implementation, seeking advice from officers of the LA and in particular the inspectorate, when necessary.

## **5. Dealing with perpetrators**

In all incidents of harassment, whatever the nature, the school will ensure:

- An immediate investigation into the allegations in order to establish the facts.
- The victim(s) and perpetrator(s) and any witnesses are interviewed as soon as possible after the incident.
- In serious cases the police will be consulted. If the police become involved their involvement will be in accordance with the LA's guidance.

Alleged perpetrators of harassment will be dealt with in line with the school's determination to encourage and support positive behaviour, as outlined in the **Positive Behaviour Policy**.

In brief, when working with pupils we will:

- Firmly explain the wrong doing, the consequences of the pupil's actions and strategies for reparation. Depending on the nature of the incident parent/carers will be involved if necessary. In serious cases internal exclusion or fixed-term exclusion may be appropriate, implemented in line with school policy. In more serious cases the police will be notified in accordance with the LA's guidelines on police involvement.

Where an incident involving a member of staff is reported, either by a pupil, colleague or other adult, the following action will take place:

- The member of staff will be interviewed by their line manager. The staff member has the right to be accompanied by a friend or union representative. A written record shall be kept on the individual's personal file (according to their terms and conditions of services). In serious cases the Headteacher may pursue the matter in accordance with the agreed Disciplinary Procedure after seeking advice from the LA.

Where an incident involving a member of public or parent/carer is reported, either by a pupil, colleague or other adult, the following action will take place:

- The Headteacher will interview the parent/carer/member of the public. At the discretion of the Headteacher, the perpetrator may be banned from the premises with the assistance of the police if necessary.

## 6. Victim support

We attach great importance to supporting the victims of harassment through ensuring that:

- It is not implied that it is the victim's fault.
- The support offered is sensitive to the wishes of the parents/carers of the child involved and that they are written to or met with to explain the action being taken.
- Thought is given to who else within the school needs to be aware of the incident/s in order that the victim feels secure and that the fears of others are allayed.
- Appropriate confidentiality (in line with Child Protection and other procedural guidelines) is maintained.

In more serious cases incidents may occur which impact upon the whole school. In dealing with such incidents the views of the victim will be taken into account before considering the following:

- What information is relayed to the school community and how. If there is a danger of distortion through rumour or speculation, teachers may be asked to explain the matter to their groups or classes or the situation explained as a whole school issue in assembly.
- Whether a letter is sent to all parents explaining the matter.

## 7. Bullying

Bullying is sometimes seen as different harassment. It is a form of harassment and should be treated just as seriously. Because it is often of a covert nature, it is sometimes not treated as seriously. A working definition of bullying says that:

*Bullying is violence, physical, verbal or psychological; repeatedly conducted by an individual or group and directed against an individual or group, defenceless in the actual situation.*

Characteristics of bullying behaviour include:

- Bullies relying on power or domination, often with group support.
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it.
- Social codes making victims feel they should not tell.
- Name-calling.
- The isolating of victims.
- Prolonged bullying over a long period of time.
- Victim's distress caused by anxiety about future attacks.
- Social ostracism, malicious gossip, exclusion, mental cruelty as well as physical abuse.
- Intimidation and rude gestures.
- Threats and extortion.
- The 'Look', children have been heard to refer to being given a 'look' as a form of non-verbal bullying.

Bullying therefore should be countered, recorded and monitored in the same way as other forms of harassment following the advice elsewhere in this document (see **Anti-Bullying Policy**).

## 8. Training

To support staff in implementing this policy, the school will continue to ensure that:

- All staff have access to high quality INSET.
- All staff have access to regular and up-to-date information with regard to equality issues.
- Individual professional development needs are addressed and recorded.