

Sefton Park Infant and Junior schools

Anti-Harassment and Discrimination Policy 2022-2025

Introduction

We welcome our duties under the Race Relations Act 1976 as amended by the Race Relations Amendment Act 2000, Sex Discrimination Act 1970, Disability Discrimination Act 1995, Disability Discrimination Act 2005 and Equality Act Regulations 2010. The School supports the principles set out in the MacPherson Report (1999) on the murder of Stephen Lawrence, the School will not condone harassment on the grounds of sex, race, colour, national or ethnic origin, disability/ability, age, sexual orientation, being transgender, trade union activity, political or religious belief, or **any** personal characteristic.

These Acts of Parliament give us a statutory general duty to promote equality. We fully accept our duty to eliminate unlawful discrimination against people with protected characteristics.

Although, we are using a definition from the Macpherson Report, we believe it is helpful to apply this definition to all incidents that may involve prejudice and discrimination towards anyone with any of the listed protected characteristics. We will refer to Local Authority guidance when dealing with incidents of prejudice and discrimination of **any** kind."

In addition, according to the Act we accept our specific duties:

- To prepare a written statement of our school's policy for promoting equality, and to act upon it;
- To assess the impact of our school policies on pupils, staff and parents of different equalities communities, including, in particular, the impact of attainment levels of these pupils;
- To monitor the operation of all the school's policies, including, in particular, their impact on the attainment levels of pupils from different equalities communities; and
- To take reasonable steps to make available the results of its monitoring.

We accept that this will result in improving the educational experience for all children, in particular those belonging to equalities communities.

This policy should be read in conjunction with the school's Equality and Community Cohesion Policy which describes how we meet the specific duties above in more detail.

Principles

- Our school values the individuality and potential of all our children. Whatever their ethnicity, culture, religious affiliation, natural origin or national status.
- We aim to develop our children's sensitivity and openness to the experiences, aspirations and perspectives of all pupils including those who experience race and cultural differences.
- We will draw wherever possible on our diverse school community, fostering a climate of respect and understanding.
- We will promote equality of opportunity by raising awareness, reviewing and adjusting policies, monitoring impact of this policy, raising expectations for all our learners equally,

further developing relationships with parents /carers and other stakeholders, ensuring all pupils are represented in the wider life of the school i.e. school council.

- At Sefton Park, we are committed to ensuring equal treatment of all our pupils, parents /carers, employees and any others involved in the school community.
- We recognise and respect diversity. It is our intention to support the whole school community to celebrate the diversity of the society we live in. We find attitudes that create barriers to a cohesive community unacceptable.

Ethos and Organisation

We ensure that the principles in this policy apply also to the full range of our policies and practices, including those that are concerned with:

1. Teaching and Learning
2. PHSE (Personal Health and Social Education)
3. Safeguarding (Child Protection) Policy
4. Anti-bullying
5. SEND (Special Educational Needs and Disabilities)
6. Admissions and attendance polices
7. Staff recruitment/Code of Conduct
8. Behaviour, discipline and exclusions
9. Equalities and Community Cohesion
10. E-Safety

- All staff will have consistent and high expectations of pupils and their learning.
- The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in identifying and responding to racist incidents and other harassment incidents.
- Our school promotes the individuality of all our children and celebrates the diversity of its community. We want to offer a safe and secure environment for learning where all parents and children feel valued.
- We aim to foster mutually sustaining relationships between the school and the diverse communities.
- We are committed to creating a whole school environment and curriculum that encourages and respects the diversity of all adults and children in our community. We recognise that excellence is achieved through valuing every individual and the facilitation of learning to full potential, including those vulnerable to any form of exclusionary pressures. We believe in developing positive practices to work towards in eliminating all barriers to achievement.

Definitions

When updating this policy, we have referred to current Local Authority guidance [Dealing with racist incidents 2020](#)

Definition of a racist incident

In July 1997, an inquiry was ordered by the Home Secretary, “The Inquiry into The matters arising from the death of Stephen Lawrence”. Stephen Lawrence was a Black British teenager who lived in South London. In April 1993, Stephen was killed by a gang of White men in a racist attack.

The Stephen Lawrence Inquiry Report introduced a new victim centred definition of a racist incident as: “Any incident that is perceived to be racist by the victim or any other person”. Macpherson 1999

The use of the Macpherson definition is not to prejudge the question of whether a perpetrator's motive were racist but to ensure the possibility of a racist dimension to the incident is always considered and explored. The purpose of the definition is rather to ensure that incidents are reported, recorded and investigated and take full account of the possibility of a racist dimension to an incident and that statistics are collated on a uniform basis.”

We apply this definition to all incidents that may involve prejudice and discrimination and will refer to LA guidance when dealing with incidents.

Discrimination may be direct or indirect. Direct discrimination means treating someone unfairly or less favourably because one of the personal characteristics listed in the introduction or because of their association with someone identified with one of those characteristics. Indirect discrimination is where a rule, policy or procedure disadvantages those with a protected characteristic. An example of indirect discrimination is where a school's uniform policy does not allow for the dress requirements of particular racial groups.

Harassment is behaviour (through words or actions) based on personal characteristics that are unwanted, unasked for, unreturned and likely to make school an unfriendly or uncomfortable place by; humiliating (putting someone down), seriously embarrassing, offending (hurting someone's feelings), intimidating (threatening someone so they behave in a certain way).

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

It is important to note that prejudice and discrimination can be subtle and may not be explicit; these incidents can be just as damaging to victims

Ofsted will request that ‘information on the records and analysis of bullying and discriminatory and prejudiced behaviour, either direct or indirect, including racist, disabled and homophobic/biophobic/transphobic bullying, use of derogatory language and racist incidents’ be available at the start of any inspection.

Examples of discrimination/harassment may be:

- Refusing to work, play or sit next to other people who are from a different culture or speak a different culture or speak a different language

- Writing graffiti against people from particular cultural backgrounds
- Stereotyping people from different cultural or linguistic groups
- Telling people to go back where they came from
- Not including students from particular backgrounds in class activities
- Favouring students from particular backgrounds more than others
- Not helping students from some backgrounds as much as others
- Expecting students from some cultural or linguistic groups to do better or worse than others in school work
- Not respecting people's different religious beliefs
- Bullying students from different cultural and linguistic groups
- Assaulting people from different cultural backgrounds.
- Using derogatory terms to describe or shame personal characteristics.

Harassment can also be recognised through its effects on its victims. Staff members will also be vigilant for these signs:

Pupils may:

- Be afraid of going to school
- Have trouble studying and concentrating in class
- Stay away from school
- Feel anxious and unhappy
- Have trouble making friends
- Fall behind in school work
- Get lower results in their exams
- Not speak their first language for fear of being picked on
- Reject their own culture and parental values
- Be confused about their own identity
- Be aggressive or disruptive

Teachers may:

- Not want to go to work each day
- Lose confidence in their ability to teach
- Feel anxious and unhappy
- Stay away from school
- Lose enjoyment in teaching

The whole school may have:

- Students making friends only with others from the same background
- Fights in the playground between students from different cultural or linguistic groups
- Conflict between staff and students from different backgrounds
- Unfriendly school environment
- Parents not having confidence in the school and education system.

Implementation

Teaching Staff responsibilities:

- i. To look out for signs of discrimination.
- ii. To implement procedures to confront discrimination in any form.
- iii. To listen to all parties concerned in incidents.
- iv. To investigate as fully as possible.
- v. To take appropriate action and refer the matter to a member of SLT.
- vi. To promote the use, where and when appropriate, of a range of teaching and learning styles and strategies which challenge discriminatory behaviour.
- vii. To foster by example the values in which we as a school believe.
- Viii. To promote the use of interventions which are least intrusive and most effective.

Complaints Procedures

Sefton Park encourages all members of the school community to attempt to resolve complaints and concerns through the school. All complaints will be treated confidentially, fairly and consistently and resolved as quickly as possible. Any member of the school community who raises an issue of discrimination will not be victimised or otherwise unfairly treated or disadvantaged. All complaints will be taken seriously, investigated and acted upon as quickly as possible.

Guidelines for following up harassment incidents in school

Any incidents observed/reported must be dealt with immediately.

Members of staff should make a record of **all** incidents of discrimination encountered on CPOMs (Child-on-Child Harm)

The victim must be shown support and reassured that the incident will be investigated and they will be informed of decisions made.

The incident must be clearly discussed with the alleged perpetrator to ensure that they fully understand the implications of their behaviour. This is particularly relevant when dealing with incidents that have occurred with our youngest pupils.

Explain to the perpetrator that the incident will be recorded and will be discussed with a member of SLT who will decide on any action to be taken.

Record Keeping

Take a clear report of the incident and record on CPOMs following these guidelines:

- Include place of alleged incident
- Include name and class of targeted pupil(s)
- Include name and class of alleged perpetrator(s)
- Include a description of what happened and what was said in **exact words**
- Include what was said and done to support the victim
- Include names/classes and clear accounts given by any adults or children who witnessed the incident
- Include name of Senior Leader incident passed to, including time referred.

- Ensure that a member of SLT (ideally, the Inclusion Leader/DSL) is aware that the incident has occurred ON THE SAME DAY. A decision of how to proceed will be made.

Inform the victim of the outcome/actions taken. Ask them if they require any further support.

Inform the parents of both the victim and the perpetrator as soon as possible. It is expected that this will occur by the end of the school day at the latest.

Inform the class teacher/s of the pupils involved.

The class teacher must plan a follow up with the rest of the class. This must be dealt with sensitively and in liaison with the targeted pupil. The targeted pupil and perpetrator should not be named during this follow up. The planned follow up should be aimed at highlighting discriminatory behaviour, how it makes people feel, that it is not acceptable here and how harassment and stereotyping can be challenged by all staff and pupils.

Record all actions on CPOMs. The following is a list of what could be recorded:

Action taken against the perpetrator(s)

Support for the targeted pupil(s)

Engagement with parents of pupils involved in the incident

Follow up actions

Involvement of external agencies

The Inclusion Leader will monitor CPOMs regularly to ensure that there are not consistent repeat victims or perpetrators. If there are repeat victims or perpetrators , members of SLT, specifically, the Headteacher, Deputy Head teacher and Inclusion Leader/DSL will decide on the appropriate course of action, liaising with external agencies where necessary. The number of incidents will be discussed in Safeguarding Team Meetings and reported to Governors in the Annual Safeguarding Report.

Advice will be sought from SARI and other organisations, such as the Safeguarding in Education Team, where appropriate, particularly for repeat victims or perpetrators.

The Local Authority is no longer collecting incident forms from schools. Therefore schools are not required to return forms to the LA. However, schools must continue to record incidents to demonstrate due regard to their legal duty under the Equality Act 2010.

It should be emphasised that although we use the terms victim, perpetrator, harassment etc in this policy it is recommended that in real life situations, we should as much as possible refrain from the use of these labels when dealing with the problem. Research shows that labelling totalises people and makes it more difficult for people to behave differently from their label or be seen as more than their label.

Written by: Ms Rebecca Earnshaw, Inclusion Leader and DSL Oct 2022

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