Prevention of Bullying Policy

Berkhamsted Prep and Pre-Prep

Berkhamsted Senior Schools & Sixth

Heatherton

Berkhamsted Day Nursery Ltd.

Berkhamsted School Enterprises Ltd.

Revision and Terminology: Please refer to the School's Policies Policy.

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Linked Policies:	Behaviour and Discipline Child Protection and Safeguarding IT Acceptable Use (Pupils) Online Safety Staff Protection Policy

Contents

Scope of this policy

1   Examples of Bullying behaviour

1.1   Repeated verbal or physical actions over time or a single act of great significance that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sexual orientation, gender, homophobia, transphobia, biphobia and acephobia, special educational needs and disability, or because a child is adopted, is a Looked After Child (CLA) or a Previously Looked After Child (PLA), or is a carer. It might be motivated by actual differences between children or perceived differences. It may occur directly or through cyber-technology (social media, websites, mobile phones, text messages, photographs and email).

2   Statement

2.1   The Berkhamsted Schools Group, in line with the Education (Independent School Standards) Regulations 2014 (as amended), is committed to providing a caring and safe environment for all pupils, including day and boarding, and staff. Bullying of any kind is unacceptable. If bullying does occur, all pupils or staff should be able to report the incident and know that incidents will be dealt with promptly and effectively. We recognise that bullying, both physical and emotional is serious and may cause psychological damage. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying. In appropriate circumstances, restorative approaches may be applied in conjunction with sanctions, or as an alternative response. Within the Group, the aim is to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff and other pupils and a clear understanding of how our actions affect others are reinforced by staff.

2.2   Guidance has been sought from the DfE document [Preventing and Tackling Bullying July 2017](#) when creating this policy and reference made to the Equality Act 2010 and Children Act 1989.

2.3   Child-on-Child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and bullying because of a protected characteristic).

2.4   Bullying on the basis of protected characteristics is taken particularly seriously and is recorded linked to protected characteristics.

2.5   This policy relates to pupils only. For any bullying incidents towards members of staff refer to the Staff Protection Policy**.**

3   Aims:

3.1   Provide an environment where everybody feels secure, respected and valued;

3.2   Create an atmosphere which builds pupil self-esteem, allowing all pupils to reach their full potential and to reflect the values and ethos of Berkhamsted School;

3.3   Zero tolerance to any form of harassment or bullying;

3.4   Create an expectation of our Pupils to act as upstanders and not bystanders when bullying behaviour is encountered;

3.5   Develop empathy;

3.6   Ensure that poor choices/mistakes are used as learning opportunities;

3.7   Use restorative approaches where possible;

3.8   All reported incidents are listened to and followed up with swift action when necessary;

3.9   Staff to act as positive role models in terms of communication and respect for each other;

3.10   Minimisation of the opportunities for bullying (e.g. appropriate supervision and vigilance at key times in the school day, such as break and lunchtimes);

3.11   Implement a structured PSHE (PD - Personal Development) programme (including assemblies, drama, projects, stories) which aims to develop personal and inter-personal skills and deals specifically with the issue of bullying;

3.12   Contact with Tutors or Form Teachers for every pupil on a regular basis;

3.13   To provide Internet security, filtering and IT education;

3.14   To undertake an annual wellbeing survey and the FLAIR survey to Key Stage 2 upwards aimed at raising awareness and reflect on positive actions that may be developed as a result of this;

3.15   Ensure pupils are made aware of and have access to additional support within school, e.g. Prefects, Teachers, Counsellor, Nurse, Chaplain;

3.16   Ensure that pupils have contact details for external agencies, e.g. ChildLine.

3.17   Provide a smooth transition of pupils *to* Berkhamsted from other Schools and *within* Berkhamsted between Key Stages.

4   Procedures to Follow for the Reporting of Bullying

4.1   Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'.

4.2   Although bullying in itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications - could be a criminal offence. If the School feels that an offence may have been committed, then it may seek assistance from the police.

4.3   Teachers have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it may be investigated and acted upon. This includes incidents of bullying occurring on school transport. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. (see Behaviour and Discipline in School Policy)

4.4 The school promotes the idea that caring for each other is of prime concern. All situations are dealt with promptly and talked through thoroughly. We seek to gain a clear picture of the situation and clearly explain ideas about unfairness, cruel actions and the consequences of such actions.

4.5 <u>All</u> staff should be vigilant and aware of the Signs and Symptoms of bullying (see paragraph on Signs and Symptoms). They should deal promptly with suspected or actual bullying and report to the Head of House or Form Teacher, Boarding Staff and senior staff as appropriate. (see Behaviour and Discipline Policy).

4.6 During a Disclosure of Bullying

4.6.1 Explain to the person disclosing bullying that if you feel they may be at risk, you cannot promise confidentiality.

4.6.2 Explain to them that you will discuss with them how to proceed, so they can be as comfortable as possible with the actions to be taken and you are able to sustain their confidence.

4.6.3 Initially establish the facts; ask open-ended questions; listen, believe and support pupils who say they have been bullied.

4.6.4 If possible, gain a written account of what happened from both the alleged victim of bullying and the alleged bully, asking them to express their opinions; the written records should be dated and signed, from all parties present. Witness statements should be included as appropriate.

4.6.5 Where formal statements are taken and interviews undertaken, these should be conducted in the presence of another member of staff, whenever practicable. Comments about possible consequences should not be made.

4.7 Following a Disclosure of Bullying

4.7.1 Inform the appropriate Head of House or Form Teacher who should ensure that a full record of the incident has been made and that the truth of the incident has been established as far as possible.

4.7.2 The Head of House or Form Teacher will then make a decision on how to proceed with the problem in consultation with the member of staff involved.

4.7.3 The Head of House or Form Teacher/Senior Manager/Deputy Head/Headteacher will meet separately with the alleged bully and victim to discuss the specific incident(s) and the general situation in order to identify the cause of the bullying; depending on the seriousness of the incident(s) or general situation, parents may be invited to this or a further meeting; appropriate sanctions will be imposed which will follow from the School's Behaviour Policy. Sanctions will reflect the seriousness of an incident and convey a deterrent effect. Please refer to the School's Behaviour and Discipline Policy with specific reference to Appendices 1 – 5 which give information on the procedures within each specific school. It is important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves and therefore Restorative Approaches may also form part of the School's response to an incident of Bullying. (see Behaviour and Discipline Policy)

4.7.4   Boarding staff should be informed in cases involving all boarders. Good behaviour is promoted amongst the School's Boarders, who follow whole-school policies. In addition, procedures specific to boarding are detailed in the Boarding Pupil Handbook.

4.7.5   The School recognises that boarders who are being bullied (off line) may be unable to escape their bullies as they do not go home as often. Boarding staff are trained to be vigilant to spot the signs of bullying and boarding pupils have a number of means via which they can communicate that they are the victims of bullying or have witnessed bullying. See also National Minimum Standards for Boarding – Standard 16

4.7.6   Cyberbullying will be investigated using the same procedures, with support from the IT Support Team, the Director of Digital Learning, the DSPs and the DSL where appropriate. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images on electronic devices, including mobile phones. Please see:

4.7.6.1   the Online Safety, ICT Acceptable Use (Pupils) and Child Protection and Safeguarding policies;

4.7.6.2   July 2022 DfE advice re searching, screening and confiscation;

4.7.6.3   2014 DfE advice on Cyberbullying.

4.7.7   Counselling may be used to support both the victim and bully in order to help change attitudes and behaviours. The situation will continue to be monitored by the Head of House or Form Teacher for an appropriate length of time after the incident has been resolved.

4.7.8   Records must be kept on MyConcern to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.

5   Monitoring Bullying

5.1   A record of bullying incidents is kept via MyConcern and we aim to keep parents informed of any action taken by the school. Bullying behaviour is not tolerated and any child/children involved are monitored carefully. The staff are proactive in looking for signs of issues between pupils which might provoke conflict and develop strategies which might prevent bullying occurring in the first place.

5.2   Bullying is monitored in school through:

5.2.1   MyConcern

5.2.2   Pupil questionnaires such as annual wellbeing survey for Year 3 and above;

5.2.3   Staff vigilance and good pupil/staff relationships;

5.2.4   Making bullying an item on the agenda of Heads of House Meetings when appropriate;

5.2.5   Heads of School monitoring MyConcern records half termly and exercising particular vigilance for patterns of behaviour.

5.2.6   The DSL and Safeguarding group discussing trends and patterns in half termly

meetings.

6   Involvement of Parents/Other adults

6.1   Support for Parents

6.1.1   At school we aim to support parents of children who are either bullying or being bullied. We support parents by discussing the problems and offering help and advice as soon as the situation becomes evident.

6.1.2   Parents may be invited to meetings at school so that the situation can be closely monitored.   If the child is bullying, then sanctions and/or Restorative Approaches may be discussed. The reasons why the child may have chosen to bully are also discussed. What kind of support can be given to the child to help them change their behaviour is explored. If the child is being bullied, problems and possible solutions are discussed, including ways to help the child deal with this problem, ways to help build self-esteem (often connected to those who are bullied) and ways to ensure all incidents are reported and explored.

6.2   Parents can receive ongoing support from the pastoral teams (including Senior Management), Chaplain, School Counsellors, Deputy Head Pupil Wellbeing, Nurses, and Director of Digital Learning (Senior & Preps). Anti-bullying educational materials are available for parents via the Tooled-Up Education website, available through the Parent Portal.Parents may also be directed to information and advice from external and online resources and agencies, such as ChildLineand Kidscape.

6.3   Members of staff have an Induction Programme that includes guidance from the Wellbeing team (Deputy Head Pupil Wellbeing, Counsellor, Learning Support, Chaplain, Nurse) and a requirement to read School Policies and Procedures (including Prevention of Bullying), and sign a declaration that they have done so.

Whilst working at Berkhamsted, members of staff may receive ongoing support, as appropriate, from the Wellbeing team as well as the pastoral teams (including Senior Management) within the Schools Group. Ongoing staff training is available via the School CPD programme.

6.4   Signs and symptoms of bullying:

6.4.1   Reluctance to go to school (school phobic);

6.4.2   A pattern of minor illnesses;

6.4.3   Damaged possessions or clothing;

6.4.4   Missing items of equipment;

6.4.5   Aggression to siblings;

6.4.6   Mood swings or character changes;

6.4.7   Changes in eating habits;

6.4.8   Difficulty sleeping;

6.4.9   Sudden loss of friends or avoidance of social situations;

6.4.10   Get into physical or verbal fights;

6.4.11 Have friends who bully others;

6.4.12 Blame others for their problems;

6.4.13 Don't accept responsibility for their actions;

6.4.14 Standards falling at school;

6.4.15 Unexplained injuries;

6.4.16 Asking for money or stealing money.

6.5 Characteristics which can make a child vulnerable to bullying include: Appearance, Age/Maturity, Disability, Special Needs, Medical condition, Ability/Application, Race/Ethnicity, Gender identity, Religion/Belief, Home/Class Background, Adopted or is a carer, is a Looked After Child (CLA) or a Previously Looked After Child (PLA), Sex, Sexual orientation.

6.6 If a parent suspects or knows that their child is a victim of bullying they are asked to:

6.6.1 Report any concerns to their child's Form Teacher or Head of House as soon as possible. (Please see Appendix 3 for more information).

6.6.2 Listen carefully to the child, reassure and support them.

6.6.3 Advise them how to cope in a non-violent manner (e.g. walk away).

6.6.4 Build up the child's self-esteem and consider that empowering the pupil to be assertive may be the most effective strategy.

6.6.5 Work with the School towards a resolution.

6.7 If a parent suspects or knows that their child is involved with bullying behaviour they are asked to:

6.7.1 Talk through the situation calmly.

6.7.2 Support the school in expecting this behaviour to stop (reminding child if necessary).

6.7.3 Accept that this may have happened due to peer group pressure and the child may be bullying to avoid being bullied themselves.

6.7.4 Acknowledge that this may or may not be an isolated incident.

6.7.5 Ease the situation by using a sensitive approach.

6.7.6 Explain to their child why this situation cannot continue and why it is important to you and your family.

7 Involvement of Pupils

7.1 Pupils should be encouraged to take responsibility for preventing bullying by using a range of strategies appropriate to their age.

7.1.1 Tell someone, maybe via their parents, or via Whisper;

7.1.2 Asking the bully to stop;

7.1.3 Rescuing the victim;

7.1.4 Staying with or close to a potential victim;

7.1.5 Talking to a bully at a time when he/she is not bullying;

7.1.6 Taking collective responsibility, by not standing around and watching someone being bullied;

7.1.7 Ensuring that personal contact numbers given to others are restricted and if necessary changed;

7.1.8 Having a mentoring system, where the younger pupils are paired with older ones so that they have someone to go to if they need help;

7.1.9 Contributing to the writing and implementation of a policy for dealing with any problems of this nature within the House.

7.2 Pupils are encouraged to discuss the issue of bullying within their Houses/Forms. The School Council has produced Anti-Bullying information, an example of which is shown below at Appendix 1. Support for all pupils within the School is directly available from the pastoral teams (including Senior Management), Prefects, Chaplain, Teachers, School Counsellors, Nurses, the Learning Support Department, Director of Digital Learning, and the Deputy Head Pupil Wellbeing.

Appendix 1 - Bullying related Information for pupils

Bullying occurs when someone is made to feel uncomfortable or unhappy.

Bullying is not accepted at this school.

Bullying can be either emotional and/or physical.

Emotional bullying can include:

- Name calling (including racial, sexist, homophobic comments).

- Isolation (e.g. rejecting someone from a group).

- Hiding or tampering with someone's belongings.

- This can occur to someone's face or as cyber-bullying (e.g. texting, posting on websites).

Physical bullying can include:

- Pushing, tripping, and jostling.

- Hitting.

Stopping Bullying

What to do if you are being bullied

- Tell someone as soon as possible, no matter how minor you think the situation may appear. (e.g. Heads of House, parents, any teacher, friends, School Counsellor, Deputy Head Pupil Wellbeing, School Chaplain, School Nurses.)

- Try and avoid situations where problems may occur.

- Make it clear that you find the situation unpleasant.

Most difficulties can be resolved very quickly if you communicate early

What to do if you see others being bullied

- Challenge the behaviour.

- Support the person being bullied.

- Report the problem.

Appendix 2 – Cyberbullying – Identification and Prevention

1   Overview

1.1   Bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault, or other more subtle methods, i.e. exclusion from a group or spreading rumours, etc.

1.2   Cyberbullying is when someone bullies, threatens or harasses a person online. It can happen on social media, games or anywhere else online. People might bully a person by:

- sending nasty or threatening messages

- posting photos, videos or posts about them online, or liking posts or comments about them

- trolling or commenting on posts or pictures saying nasty things

- revealing personal details about another person online

- starting a group chat to talk about someone

- targeting someone over and over in an online game.

Cyberbullying might only be happening online, or it might be part of people being bullied in other ways as well.

1.3   Using the School's network, school-issued digital devices or a mobile phone, or a home PC, sending out messages, images, online posts text messages, phone calls, or any other type of digital communication, from any device, that undermines undermines, intimidates, upsets, or disturbs, another student, or a member of staff, will be considered to be cyberbullying. The School makes no differentiation between bullying that occurs via digital means to bullying that occurs in person, and any incidence of cyberbullying will be dealt with severely.

2   What type of actions count as cyberbullying?

2.1   **Email**: Sending threatening emails or intimidating someone.

2.2   **Social Networking** : Posting hurtful comments on someone's profile, faking profiles, or using someone else's profile to pretend to leave comments by them.

2.3   **Chat**: Saying nasty things in chat and instant messaging.

2.4   **Gaming**: Ganging up on another player or excluding them.

2.5   **Phones**: Making prank calls, nasty texts, photo messages, or videos.

2.6   **Webcams**: Making people do things on webcams that upset them, forcing them to do anything that they do not wish to do.

2.7   **Forums** and **Message Boards**: Ganging up on someone, excluding someone, making hurtful comments, or using someone else's profile to pretend to leave comments by them.

3   Keeping yourself and others safe

3.1   Don't post content that is very personal: keep information general.

3.2   Think carefully about posting pictures online: once it's there, anyone can see it or use it.

3.3   Don't share your password: keep your personal information private!

3.4   It's not a good idea to meet up with someone you meet online: you don't really know who they are.

3.5   Try to think carefully before you write things online: people can get the wrong end of the stick.

3.6   Respect other people's views: just because you don't agree with them, it doesn't mean you have to be rude or abusive.

4   What can you do if you are being cyberbullied?

4.1   Report it
If someone's harassing or bullying you online, you can report it on the site or platform. Even if someone else has reported it, making a report yourself can help the site know it's bothering you. Find out how to make a report.

4.2   Block people
Sites and apps all work differently, but blocking someone usually means that they won't be able to contact you and you won't have to see anything they write

4.3   Keep evidence
Don't respond to nasty messages or comment on photos or videos. But do take screenshots of what people are saying, it can help you if you do tell someone. However, please read the Child Protection and Safeguarding Policy and Online Safety Policies with regard to images that may be illegal (which must not by shared or printed, other than by DSPs under strict external guidelines)

4.4   Make a note of the dates and times the messages are received.

4.5   Talk to someone you trust
You don't need to cope with bullying alone. Talking to an adult you trust can help you to find ways to stop the bullying.

4.6   Tell someone at school
If you're being bullied online by people at school, they still have a duty to support you. Try showing a teacher or someone you trust at school screenshots of what's been happening.

4.7   Take a break from checking messages
It's natural to want to see what people are saying when they're bullying you. But taking time away from your phone or device, even for a few minutes, can help to calm you down.

4.8   Have fun...but use the internet safely!

5 What can you do if you know someone who is being cyberbullied?

5.1 Listen to them
It can really help to have someone to talk things through with and listen.

5.2 Help them to get support
You could offer to go with them to report the bullying and help them think about what they want to say.

5.3 Comment on their posts
This can help them feel like they aren't so alone when other people post negative messages. But don't reply to nasty or negative comments, or share videos of them as this can make things worse

5.4 Do things together
Help to take their mind off things for a short while. You could watch a film, play sports or go to the cinema.

6 What can you do if you are cyberbullying someone?

6.1 Accept that what you've done is bullying
You might want to dismiss what's happened as just a joke, or think that it's okay because you're not the only one. But if you've sent nasty messages, shared a post or liked something that's been made to make someone feel bad, then you've been a bully, and that's not okay.

6.2 Don't send any more posts or messages
Stop whatever you were doing to bully someone, don't post or share things and don't message the person.

6.3 Don't stay on group chats or pages
Even if you don't participate, if you stay on a group chat then you're encouraging other people

6.4 Delete the bullying
Go back and delete any upsetting or nasty posts, messages or videos.

6.5 Say sorry
Apologise to the person you bullied or sent messages to. Offer them support if you can, but respect their wishes if they don't want to talk to you.

6.6 Be the one to make a stand
Talk to others involved and encourage them to stop the bullying as well, sometimes it only takes one person to make a big change.

6.7 Plan for the future
Think about how you want to behave online in the future, and what you could do if you want to do this again.

7   Useful Links:

The CyberSmile Foundation

NSPCC

Bullying.co.uk

Kidscape

YoungMinds

Information provided by https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/online-bullying/

Appendix 3 – Parental Concern Response

What should I do if I think my son/daughter is experiencing unkind treatment from other pupils?

Dealing with these situations can be complex and there is almost always more than one side to the story. We will work to investigate any concerns thoroughly and to take the appropriate action as a result. Every case of bullying-type behaviour is individual and there is no simple solution which can be applied to every case. We are mindful of the possibility that a school's actions can exacerbate a situation and therefore will work closely with students to agree the best way forward.

What parents should do

- Pass on concerns to the Pastoral team when your son/daughter first raises them and share as much, specific information as possible
- Encourage your son/daughter to speak directly with his/her Tutor, Form Teacher, Head of House or one of their teachers about what has been happening
- Reassure your son/daughter that we will work together to improve the situation: they may be reluctant for you to tell the school, but reassure them that we will all work together for a positive outcome

What the School will do

Once a concern about unkindness or mistreatment by other pupils is raised with the School, we will need to respond and follow-up on this concern. We will, however, discuss any action to be taken with you and your son/daughter.

We can:

- Reassure your son/daughter that we want to help them and will listen to their perspective on what has happened and what we should do next. (Alongside listening to the perspective of other individuals involved)
- Ensure that your son/daughter is part of the discussion about the steps to be taken and that they retain a sense of control.
- Adopt different approaches. The follow-up could be one of the following or a combination of the two*:

RESTORATIVE APPROACH ⟷ **DISCIPLINARY APPROACH**
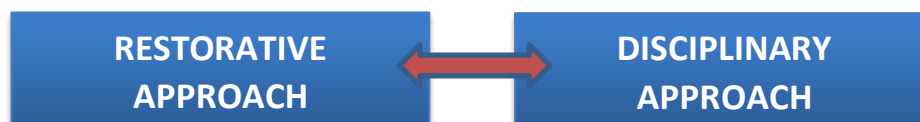
  *Usually, we would expect restorative work to be undertaken as part of the process.

- Monitor the situation and check in with your son/daughter to ensure that issues do not resurface

We cannot:

- Do nothing
- Follow up concerns without specific information being shared with us
- Take action without investigating the situation fully
- Guarantee that we will not need to speak to your son/daughter or other pupils involved

Appendix 4 – Anti-Racist Code of Conduct

Anti-racist Code of Conduct

Contents

Anti-racist Code of Conduct

1. What is racism?

Racism can manifest itself in many ways. Sometimes it will be obvious: through stereotyping, prejudice, insulting language, racist questions, comments, or jokes, or physical violence. It might also be more difficult to see, for example where people are excluded or where opportunities are not offered to everyone equally, or in the way language is used. These are sometimes called *microaggressions*.[1]

2. What does it mean to be anti-racist? Isn't 'not being racist' enough?

It is important that when we see racism in our school, we stand up for each other and we are proud of doing the right thing. Everyone should be able to come to school and feel safe. We should not be bystanders. We celebrate diversity and should work actively to stop racism before it begins.

Racism in any form is **unacceptable** at Berkhamsted. Through our curriculum, our pastoral systems, our Wellbeing programme and our leadership and governance, our School is committed to fighting racism.

It isn't enough to simply **avoid** racism though; being **anti-racist** means that we choose to oppose and challenge racist behaviours, habits and actions, even when they are very subtle. It means we prioritise **respect, kindness and understanding**, and we recognise and celebrate the positive cultural value that diversity brings to our School community.

3. How should we talk about ethnicity?

- We talk about **ethnicity**, or **heritage** and not 'race', and use the phrase 'ethnic minorities' to refer to ethnic groups other than White British. This is generally more inclusive language than using the term BAME or BME, and includes traveller groups and white minorities. However, different people refer to themselves in different ways, and it is important to respect that. In this code of conduct, we consider antisemitism to be a form of racism, so have included information about Jewish people here too.

  When we talk or write about a person's ethnicity, we use capital letters. Some examples:

Do refer to…	Don't refer to…
People from a Black Caribbean or Black African background	'blacks', 'the blacks', 'a black', 'coloured people'
An Asian or British Asian person	'the asians', 'an asian'
A Jewish person, Jewish people	'a jew', 'the jews'
Chinese people, or people with a Chinese background	'the chinese', an oriental person
A person with a mixed (ethnic) background, or mixed heritage	'mixed-race people'
A Middle Eastern or North African person	'an arab'

- We should avoid expressions which lump big groups of people together or make them sound like things rather than people. We should also avoid language which makes assumptions about the religious beliefs of a group of people.

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[1] See the next part of this document for more details about microaggressions and racist language

Anti-racist Code of Conduct

4. How should students and staff respond to a racist incident?

All adults working at Berkhamsted, and all students in our community have a responsibility to challenge and report racism. **If something happens in School which is racist in any way, it is never acceptable to ignore it, or to hope someone else will do something about it.** Just like with bullying, staying silent makes the problem worse. Speaking up is always the *right* thing to do, even if it isn't the *easy* thing to do.

If you think something has happened where racism was part of it (in a major or minor way), it is your responsibility to report it. If you are not sure if something that happened was racist, it is right to ask the question and check.

You can expect the School to **listen**, to **investigate**, and to **act** quickly and fairly.

What should I do?

Situation	Action
In the moment, as someone directly or indirectly targeted	• **Remove** yourself from the situation as soon as you can and make yourself safe (with assistance from a trusted friend or teacher). • Keep **evidence** if you can, such as screenshots or photographs. • **Report** the incident as soon as possible.
In the moment, as a witness	• **Listen** carefully, and notice who is present, and what happens. • **Challenge** the person behaving in a racist way if you can do so without putting yourself in danger. • **Support** the person or people who are being targeted by being present and helping them remove themselves from the situation safely. • **Report** the incident as soon as possible. • **Share** any evidence you have.
If you are concerned about a friend If a racist incident has happened outside of school If a racist incident happened a long time ago If something has happened and you are not sure if it was racist	• **Report** the concern or incident as soon as possible.

How can I report an incident?

- The first port of call should be your **Tutor** or **Head of House**, but you can report a racist incident to any member of staff, and they will follow it up.
- If you are not comfortable speaking in person, you can **email** your Tutor or Head of House instead.

- If you would prefer to submit an anonymous report, you can do that via Whisper. You do not need to give your name. Reports on Whisper go directly to the Vice Principal.

What will happen after a racist incident is reported?

There will be an investigation, where we find out what has happened. We will ask for witness statements and evidence. Parents will be informed and may be asked to meet with Senior Staff or Heads of House. Appropriate consequences will be put in place for those found to be responsible. Students who have been victims in racist incidents can access help and support from the Wellbeing team.

5. What are the consequences for racist behaviour?

All racist incidents are taken seriously and will lead to consequences for those who were responsible. The main emphasis of those consequences is to ensure that the person learns how to behave appropriately.

There are times when students might speak or act in a way that is casually or naively racist, but without understanding the negative impact of their actions or words. Or, they might use racist language or act in a way that is clearly and intentionally racist and is aiming to hurt or insult someone. It is everyone's responsibility in our community to challenge racism **in all its forms**, and to do something about it. Even if something seems minor, like they 'didn't really mean it' or 'just a joke', it should not be ignored.

- Anyone whose behaviour or words cause harm to others in a racist manner will be subject to an investigation and may be internally isolated or externally suspended from School.
- They may also be banned from representing the School in any Sports fixtures or Music or Drama performances, and may not be allowed on School Trips for a fixed period of time. This will be determined by the Head, in consultation with the Principal, if a suspension is thought to be required.
- Incidents which take place online will be investigated and treated in the same way as those offline.
- Incidents which take place in public view and which may damage the reputation of the School as well as causing harm to the individuals concerned will be sanctioned more severely.

	Type of Incident	Isolation or Exclusion	Possible consequences in School. These are examples and will be determined on a case-by-case basis.
Level 1	a. Naïve racist comment b. Microaggression	Internal Isolation for part of a day.	• Anti-racism course • Parent call with Head of House.
Level 2	a. Racist stereotyping, b. Racist joke c. Non-confrontational incident	Internal Isolation (full day)	• Anti-racism course • Restorative justice as requested • Ban on representing the School for 1-3 weeks • Parent meeting with Deputy Head
Level 3	a. Racist insults or slurs b. Taking part in or causing a confrontational incident c. Creating racist graffiti	External Suspension (1-3 days)	• Anti-racism course • Restorative justice as requested • Parent meeting with Head • Ban on representing the School for 3-6 weeks

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	d. Wearing racist badges, insignia, or slogans e.g. on a tshirt		• Trip ban as appropriate • Removal of access to school coach service
Level 4	Targeted or repeated racial harassment, threats, or intimidation	External Suspension (3 – 10 days)	• Mentoring programme • Ban on representing the School for 6-12 weeks. • Trip ban as appropriate • Parent meeting with Principal. • Removal of access to school coach service • Place in Sixth in jeopardy for those in Years 7-11. Year 13 place in jeopardy for those in Year 12.
Level 5	Aggravated Racist Attack or Racist Bullying, which may include physical violence, theft, damage or destruction of property.	Permanent Exclusion	N/A

6. Notes

Level 1 examples: Microaggressions and Racist Language

Microaggressions are brief and commonplace moments where people from ethnic minorities face hostility, indignity, insult or ignorance. None of these types of comments or actions are acceptable.

Some examples:

- "You're not like other Muslim people"
- "Why do you sound so White?"
- "What are you?"
- "No, where are you *really* from?"
- "You speak English really well for a _____ person"
- "You're really pretty, for a _____ person"
- Touching hair without permission
- Mispronouncing (especially if intentionally or carelessly) or not bothering to learn names.

Level 2 examples: Racist stereotyping and racist jokes, and non-confrontrational racist incidents

- A **stereotype** is a widely held but fixed and oversimplified image, caricature or idea about a particular group of people, and even if it has some positive characteristics at first glance, we should avoid it.

- A **racist joke** is a remark aiming at humour relating to an ethnic group, often referring to a racial stereotype of the group in question for its punchline.
  - Some examples:
  - 'Aren't black people naturally good at basketball?'
  - 'Chinese people are all good at STEM subjects'
  - 'Eastern Europeans are lazy and came into the UK illegally.'
  - 'Arabs and Muslims are terrorists.'
  - 'Asians are good at Maths.'
  - 'Asians like to eat rice.'
  - 'All Irish people are drunks.'
- **Non-confrontational incidents** are likely to involve making derogatory assumptions about behaviours, aspirations or attitudes. Examples might include avoidant or exclusionary actions, such as moving seats just to avoid sitting near an ethnic minority person, or organising activities so that the people of a particular ethnic group are excluded.

Level 3 examples: Racist insults and slurs

Some words are too unacceptable to write, even when we are writing *about them*, so we have chosen to put asterisks in the table below. It is important that they are included here though, so that there is absolute clarity about their unacceptability.

Some slurs may relate to ethnicity, and others might relate to nationality. It is important that we do not use offensive language of either type.

A non-exhaustive list of examples of offensive language:

Racist slurs:	Slurs often linked to nationality
Ni***r, Coconut, bounty bar, Oreo, Spade, Half-caste, half-breed	Septic, Yank, Frog, Eytie, Dago,
P**l, Raghead, Sand ni***r, Camel-jockey, Towel head	Hun, bosch, kraut, Nazi
Kike, Shyster, Jewboy, Yid	Mick, Paddy, Jock, Sheepsh****r
Nazi salute, goosestepping, miming a moustache	
Jap Chink Nip, Ting Tong, Ching Chong	
Gyppo, Pikey	

Does this code of conduct include slurs that are used about white people?

Yes, it does. Memes which have become slurs against white people are also included in this section, such as 'gammon' and 'Karen', if they are used with the intention of causing offence.

What about reclaimed slurs, and language we hear in popular culture?

For the avoidance of doubt, even when a slur has been reclaimed and is used by a group of people e.g. in a particular style of music, it is still not acceptable to use it.

What are some examples of confrontational incidents?

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Ridiculing someone on grounds of ethnicity, either in person or online. This could include mocking them, creating a meme about them, or targeting them in school to make others laugh at them.

Inciting, or influencing others to behave in a racist way is also a confrontational incident.

Is it acceptable to argue that 'all lives matter'?

People may respond to the statement 'black lives matter' with the statement 'all lives matter', thinking that this makes the idea more inclusive or fair. However, that is not the case.

First, we should understand the story behind 'black lives matter'. The intent is **not** to express that black lives matter *more*, or that *only* black lives matter. The message is that black lives have not been valued equally by society and institutions, and that needs to change.

If we respond by arguing that 'all lives matter', or indeed 'blue lives matter', 'white lives matter' or other forms of 'whataboutery', we are at best taking attention away the argument away from the issue at hand, and at worst being overtly racist.

Arguing that 'all lives matter' as a means of attacking or oppressing an ethnic minority student or students could also be included in category three, depending on tone.
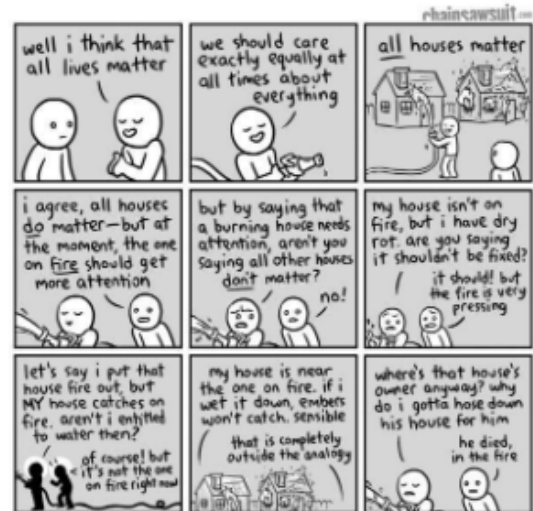
Level 4 and 5 examples: targeted, repeated or aggravated attacks

A level four or five incident will be distinct from a level three due to either its sustained or aggravated nature. This may take many forms, such as:

- Persecution and instilling fear
- Intentionally endangering the victim
- Physical or sexual coercion or assault
- Intrusion such as stalking
- Sustained verbal or non-verbal harassment
- Intentional damage to property

Notes about the creation of this Code of Conduct

This document was created in response to the murder of George Floyd, the Black Lives Matter movement, and internal research conducted by Flair.

It was written by staff and students in SEDIC (the Standing Equality, Diversity and Inclusion Committee).

It will be reviewed by SEDIC in collaboration with SMT after its first term, its first year, and each subsequent academic year.

7. Learning more about anti-racism: resources and reading

Please note: these references present a range of opinions and experiences which are shared here as a way of helping to understand complex issues. Some of them are written or created for adult audiences, and others are more accessible for younger people. Check before you dive in.

Books

Why I'm No Longer Talking to White People About Race by Reni Eddo-Lodge (2 copies in the school libraries)

Black and British: A Forgotten History by David Olusoga (2 copies of *Black and British : a short, essential history* – same book written for younger readers, in the libraries)

Race and Racism in Britain, Third Edition by John Solomos

So You Want to Talk About Race by Ijeoma Oluo

Brit(ish): On Race, Identity and Belonging by Afua Hirsch

Black Feminist Thought by Patricia Hill Collins

The Heart of the Race by Beverley Bryan

Eloquent Rage: A Black Feminist Discovers Her Superpower by Dr. Brittney Cooper

How To Be An Antiracist by Dr. Ibram X. Kendi

I Know Why the Caged Bird Sings by Maya Angelou (2 copies in the libraries)

Just Mercy by Bryan Stevenson

Me and White Supremacy by Layla F. Saad

Raising Our Hands by Jenna Arnold

Redefining Realness by Janet Mock

Sister Outsider by Audre Lorde

So You Want to Talk About Race by Ijeoma Oluo

The Bluest Eye by Toni Morrison

The Fire Next Time by James Baldwin

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander

The Next American Revolution: Sustainable Activism for the Twenty-First Century by Grace Lee Boggs

The Warmth of Other Suns by Isabel Wilkerson

Their Eyes Were Watching God by Zora Neale Hurston (1 copy in Castle Library)

This Bridge Called My Back: Writings by Radical Women of Color by Cherríe Moraga

When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America by Ira Katznelson

White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo, PhD

Youtube videos to watch

BLM playlist on how to be an ally in the UK

Breakdown of 'all lives matter'

Background info on BLM

George Floyd, Minneapolis Protests, Ahmaud Arbery & Amy Cooper | The Daily Social Distancing Show

The Daily Show - We Can't Breathe

Life of Privilege

Articles to read

Put our colonial history on the curriculum - then we'll understand who we really are

UK exports of tear gas and rubber bullets

The stark evidence of everyday racial bias in Britain

Ethnicity, Race and Inequality in the UK: State of the Nation

A brief history of police brutality in the UK

"This is how to support Black British people right now - and how not to"

'Black-on-black' crime is a myth, and here's why

(Longer study) Sustaining systemic racism through psychological gaslighting

A world without police

Dear White British Classmates, You Are Most Likely Racist. This Is Why

Extent of institutional racism in British universities revealed through hidden stories

15 headlines that show how differently the British press treat Meghan Markle vs. Kate Middleton

Why systemic racism is not a US problem

What has really happened since Macpherson's Report

How to respond to racism

If you truly knew what the N-word meant to our ancestors, you'd never use it

Dear anti-racist allies: Here's how to respond to microaggressions

Understanding the Windrush Scandal

Ella Baker and the Black Freedom Movement (Mentoring a New Generation of Activists

"My Life as an Undocumented Immigrant"

The 1619 Project

"The Intersectionality Wars" by Jane Coaston

"White Privilege: Unpacking the Invisible Knapsack" by Knapsack Peggy McIntosh

Films, Series and Documentaries to watch

NOTE: the list of where to source is accurate from the UK at the time of writing. Please check age rating and content warnings.

Netflix

13th

Becoming (by Michelle Obama – 2 copies in the libraries)

Strong Island

Teach Us All

LA 92

Mudbound

The Sun is Also a Star (by Nicola Yoon – 1 copy in Kings Library)

12 Years a Slave (by Solomon Northup, 1 copy, Castle Library non-fiction: 306.362)

Blindspotting

Fruitvale Station

When They See Us

Explained: The Racial Wealth Gap

Time: The Kalief Browder Story

Who Killed Malcolm X?

Dear White People

Seven Seconds

Self Made: Inspired by the Life of Madam C.J. Walker

Amazon Prime

I Am Not Your Negro

Let The Fire Burn

Selma

Little Fires Everywhere

Google Play/YouTube

16 Shots

Crime + Punishment

Stay Woke: The Black Lives Matter Movement

The Hate U Give (by Angie Thomas, 2 copies in the libraries)

Just Mercy

Loving

Get Out

Moonlight

Common Lit Recommendations

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https://www.exurbe.com/on-progress-and-historical-change/

https://www.commonlit.org/en/text-sets/reconstruction-to-jim-crow

https://www.commonlit.org/en/texts/justice-for-all

https://www.commonlit.org/en/texts/emmett-till

https://www.commonlit.org/en/texts/barack-obama-s-nobel-lecture

https://www.commonlit.org/en/texts/if-we-must-die

https://www.commonlit.org/en/text-sets/black-authors

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