



Serenity School

Anti-Bullying & Harassment Policy

Document Status	
Author	COO
Date of Approval	01.09.2024
Date of next review	01.09.2025
Policy holder	Headteacher
Approval Body	Board of Governors
Publication	Website, Staff Handbook

Background

Our Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Serenity School is committed to providing a caring, friendly and safe environment for all our staff and students, so they can learn in a relaxed and secure atmosphere so that students can maximise their learning. Bullying of any kind is unacceptable in our school. This policy is written with the whole school community in mind and covers staff, students, parents and other staff. Members of the school workforce suffering from bullying or concerned about bullying are to be advised that they can contact their trade union or professional association for support and advice.

All staff have a responsibility of monitoring any incidents of bullying and harassment and ensuring that the anti-bullying policy is implemented.

This Policy has THREE sections:

1. Anti-Bullying
2. Sexual Harassment
3. Online and Cyber-Bullying

Definition of bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti; gossiping, spreading hurtful and untruthful rumours.
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.
- Peer on peer sexual abuse - Abuse in intimate personal relationships between peers
- Sexual violence This means rape, assault by penetration, or sexual assault (intentional sexual touching).
- Sexist - negative comments regarding a person's sex.
- Homophobic because of, or focusing on the issue of sexuality (See Anti- HBT Policy in Appendix)
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Religious related to religious beliefs and practices
- Cultural - related to cultural beliefs and practices
- Cyber - All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls
- Misuse of associated technology, i.e. camera & video facilities sending offensive or degrading images by phone or via the internet; (See *appendix 1 for more details*)
- Due to Special Educational Needs or Disability (SEND)
- Related to appearance of health conditions
- Related to home circumstances

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Serenity School has a responsibility to respond promptly and effectively to issues of bullying. Our School is actively involved in the anti-bullying quality mark accreditation.

Objectives of this Policy Purposes

- All directors, senior leaders, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- To discuss, monitor and review our anti-bullying policy on a regular basis.
- To support staff to promote positive relationships and identify and tackle bullying appropriately.
- To ensure that information about bullying will be presented in a form that makes it possible for all to access e.g. symbols to support those with an ASD or those who have specific learning needs.
- To ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students follow by the anti-bullying policy.
- To report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- To seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- To ensure that members of the school workforce suffering from bullying or concerned about bullying are to be advised that they can contact their trade union or professional association for support and advice.

Strategies for preventing, identifying and responding to bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. Our PSHEC; SEAL, form tutor time and assembly themes will provide most of these opportunities. Other opportunities will be developed through the pastoral support system.
- Monitor and look out for any signs of bullying by observing possible changes in behaviour, such as becoming nervous, feigning illness or clinging to adults.
- Monitor work patterns, absence, truancy and lack of concentration as further possible signs of bullying.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, National Healthy schools programme and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe areas" for vulnerable children and young people.
- Regularly remind all students that if they see bullying or are being bullied that they need to seek help from a safe and responsible adult
- Provide a secure warm environment for discussion.

Signs and Symptoms

A child/young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from other parts of the school
- doesn't want to go on transport
- changes his/her usual routine
- is unwilling to go to specific areas of the school
- begins to not attend teaching sessions
- runs away
- says he/she is feeling unwell e.g. stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- more clingy to family and friends

These signs and behaviours could indicate other problems, but bullying should also be considered a possibility and should be investigated

Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying. Students who find communication difficult can be supported with appropriate AAC access.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.
- Actively encourage bystanders to tell an adult and/ or get help if they observe bullying and to give sympathy to the person being bullied.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.
- Inform parents of the school website, where the policy and procedure are available.

Guidelines

Reporting, Recording and Monitoring

We will:

- Provide confidential and varied routes to staff and students to report bullying. This will include utilizing The Bullying Ladder and STEPs Model and may also include “Worry” boxes which would be emptied regularly and acted upon, drop-in sessions provided by health services, and an open door policy to meet a member of the Senior Leadership Team (SLT).
- Provide fair and effective investigation.
- Obtain empathetic support from the participants including the bully
- Make sure that staff don’t apportion blame to the bully in discussion
- Make sure that nobody thinks that being a bully works by giving the attention they seek for their negative actions
- Make sure that staff use every opportunity to praise everyone involved when positive circumstances occur
- Information will be shared with staff at debriefing meetings and actions agreed to be followed up
- Parents will be informed – by telephone; meeting in person or a home visit
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Ensure that all staff agree the approach which will be reflected in the student’s anti bullying plan
- Encourage parents to talk to class staff or head of department about any bullying concerns they have
- Offer lunchtime activities to reduce numbers on the playground and to engage students in positive behaviour
- Follow up systems to ensure that agreements are sustained.
- Record a clear account of the incident which is logged using 4WWWWs.
- All concerned in the incident will be interviewed by a member of the SLT.
- Parents will be kept informed
- Information about these incidents will be stored electronically on Bully Watch, giving us the ability to analyse the data over time and react to trends/patterns using the Bully Ladder when appropriate.
- Records of disciplinary steps will be kept and these will include:
 - Stage 1.** Official formal warnings and letter issued to parents/carer, and the student where appropriate being placed on the school report system.
 - Stage 2.** Formal meeting with HOS and contract issued, monitored by SLT
 - Stage 3.** Formal meeting with HOS, Schools Police Team and other associated professionals working with the student. An ABC is issued for 6 months with Police team
 - Stage 4.** Review of Placement and transfer of EHCP

Other examples of consequences used to eliminate bullying include;

- Catch Up Time & Detention
 - Exclusion from certain areas of the school
 - Minor fixed term internal or external exclusion
 - Major internal or external exclusion
-
- Students will not be excluded from the school for being bullied, even if the school believes that they are doing so for the student's benefit.
 - The sanctions that are given will take into consideration the frequency, severity and nature of the bullying and the individual's SEN needs and disability as to what is seen appropriate as a sanction. All good and appropriate behaviour will be celebrated formally in assemblies and in class.
 - Any incidents that involve racial issues will be reported to the LA, Police and all parents of those involved will be notified
 - All bullying incidents will be recorded by pastoral staff and will be monitored to identify patterns of bullying behaviour by lead staff responsible for B4L.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with class staff, pastoral staff or member of staff of their choice
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- Some students (with parent consent) may be offered the opportunity for school-based intervention sessions on a 1:1 or small group basis.

Students who have bullied will be supported by:

- discussing what happened
- discovering why the student became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the student It is the responsibility of:
 - Directors to take a lead role in monitoring and reviewing this policy.
 - Directors, the Head of School, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
 - The Head of School to communicate the policy to the school community.
 - Students to abide by the policy.

Prevention

Measures that will be taken to prevent bullying within the school include:

- writing a set of class rules
- signing a behaviour contract (if appropriate)
- participating in activities during anti-bullying week
- involving pupils in drawing up the anti-bullying charter for THSG
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying
- making up role-plays
- having discussions about bullying and why it matters in PSHE sessions
- involving staff in anti-bullying training activities

Procedures for Reporting Bullying & Pathways of Support

Child is bullied

Part 1a Member of staff reports observed inappropriate behaviour to SLT and completes a welfare form and emails on day.

Part 1b
Student personally approaches:

- Buddy/school councillor
- Class teacher
- Subject Teacher
- Support Staff
- Non-Teaching trusted member of the school community
- Use a 'worry box'.

Part 1c
Parent, reports observed inappropriate behaviour to class teacher or senior leader.

Part 2
Student meets with class teacher for re-assurance and support A clear and accurate account is recorded and placed on file Discussion of the facts
Suggest ways forward /punitive measures used as appropriate Short review time
Member of Senior Leadership Team (SLT) informed
Perpetrator gets 1 strike on Bullying Ladder

If continues

Part 3
Class teacher discussion with support of SLT
Discussion/Interview with all parties
Will use: suggested and agreed actions/strategies
Parents informed, sanctions applied to students if appropriate
Short term review (detention, removal of privileges, reduced free time)

Part 4
SLT directs to a variety of help strategies delivered by 'trained' personnel using Stages of Bullying Ladder e.g.

- Bullying stage 1-4 consequence will be issued and relevant parties contacted or notified of meeting
- Restorative justice/ Meditation/counselling
- Anger management training, self-help and sanctions if appropriate (internal exclusion, fixed exclusion, placement review)
- Peer Mentor/Buddy support
- External Agencies – Schools Police Team/Prospects/ Social Skills Group
- Anti-bullying plan drawn up at all stages from stage 1-3

If continues If continues

Part 5
HOS to seek further advice from Executive Headteacher/ LA / external agencies.
Fixed term/Placement Review and termination

Understand the definitions of sexual violence and sexual harassment.

Following Ofsted's review of sexual abuse in schools and the Everyone's Invited movement, sexual abuse in all its forms is something you'll need to examine and address in your school.

Child on child sexual violence and sexual harassment.

The following 2 sections apply to all forms of peer-on-peer sexual abuse, while the resources and response process that follow specifically apply to incidents of **sexual harassment** and **sexual violence** between peers.

While these are just 2 forms of this abuse, they're covered in-depth in KCSIE and can overlap with the others, making them an important issue for all staff to know how to respond to.

Peer-on-peer sexual abuse

This can take many forms, such as:

- Abuse in intimate personal relationships between peers
- Sexual violence and sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

School's Safeguarding Policy

If you're dealing with an allegation of peer-on-peer abuse, you should follow the school's policy.

The policy refers to locally agreed multi-agency arrangements put in place by your local safeguarding partners. Your 3 safeguarding partners are:

- Local authority (LA)
- Clinical commissioning group within the LA
- Chief officer of police within the LA

Information on peer-on-peer sexual abuse within the in safeguarding policy include;

- Procedures to minimise the risk of peer-on-peer abuse
- How allegations will be recorded, investigated and dealt with
- How victims, perpetrators and any other child affected by peer-on-peer abuse will be supported
- A clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"
- Recognition of the gendered nature of peer-on-peer abuse, but that all peer-on-peer abuse is unacceptable and will be taken seriously
- The different forms peer-on-peer sexual abuse can take (as explained above)
- Your whole-school approach to peer-on-peer abuse
- Reporting systems in place for pupils for reporting peer-on-peer abuse (which should be well promoted, easily understood and easily accessible)
- Recognition that peer-on-peer abuse may be taking place, even if not reported
- A statement outlining a zero-tolerance approach to abuse
- Online safety, including the use of the internet on mobile phones due to its role in peer-on-peer abuse

What staff need to know

All staff need to maintain an attitude of 'it could happen here'. They should address inappropriate behaviour as soon as it happens, as this can help prevent abusive/violent behaviour further down the line.

Staff should be clear on:

- School's safeguarding policy and procedures
- Their role in preventing peer-on-peer abuse and responding to it if they believe a child may be at risk
- The indicators of peer-on-peer abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they don't, it can create an unsafe environment and lead to a culture that normalises abuse

In addition:

- Safeguarding issues can manifest in peer-on-peer abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
 1. Abusive, harassing, and misogynistic messages
 2. Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 3. Sharing of abusive images and pornography, to those who don't want to receive such content
- Peer-on-peer abuse may be taking place, even if not reported

Pupils should feel confident reporting abuse

You should have systems in place for pupils to confidently report abuse, sexual violence and sexual harassment. They should know that you'll treat their concerns seriously and that they can safely express their views and give feedback.

These systems will be:

- Well promoted
- Easily understood
- Easily accessible

Give pupils an open forum to talk things through, as such discussions can lead to increased safeguarding reports. Make them aware of the process and how any report will be handled, including when they have a concern about a friend or peer.

Respond immediately to concerns and disclosures Staff shouldn't wait for a disclosure

If they have concerns about a child's welfare, they should act on these immediately. Indicators could include:

- A conversation suggesting a child may have been harmed (this may be a conversation the staff member overhears rather than is part of)
- A child's behaviour

Responding to a report: process and risk assessment

Your response should be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required.

1. Do a risk and needs assessment

Where there's been a report of **sexual violence**, the DSL (or a deputy) should make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment should be considered on a case-by-case basis.

Record these risk assessments and keep them under review.

The DSL (or a deputy) should engage with children's social care and specialist services as required:

- Where there's been a report of sexual violence, your risk assessment will likely need input from social workers or sexual violence specialists within your local multi-agency safeguarding team (MAST)
- Use any MAST assessments to inform your school's approach and update risk assessment accordingly

2. Determine how to manage and/or escalate the report

You should be aware of, and respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

The DSL (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed - you should balance these against your responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

3. Decide which of these 4 scenarios apply

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required
2. **Early help**, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required.
3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

*Where scenarios involve working with children's social care, school shouldn't wait for the outcome of an investigation before protecting the victim and other children –The DSL (or a deputy) should work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation.

There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children.

Where a report is going to be made to children's social care and/or the police, the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

**Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

1. Record and review your report responses regularly

Record all concerns, discussions and decisions made, along with the reasons behind them, in writing.

Reflect on the decisions and actions you've taken and update relevant policies with lessons learnt.

Look out for potential patterns of concerning, problematic or inappropriate behaviour. Decide how to handle any such patterns, considering whether there are wider issues at play relating to our school's culture.

How to support the pupils involved The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

Reassure them that you'll take them seriously and that they'll be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after- school activities

How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim You should also be aware that:
 - Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
 - Girls are more likely to be victims and boys are more likely to be perpetrators
 - There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

The school will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Unsubstantiated, unfounded, false or malicious reports

The DSL will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If you find that the report is **deliberately invented or malicious**, you should follow up in line with your behaviour policy.

CYBERBULLYING

Rationale

Young people have fully embraced the use of information and communication technologies to maintain contact with friends and make new ones. They send e-mails, create their own websites, post intimate personal news in blogs (online interactive diaries), send text messages and images via cell phones, message each other through IMs (instant messages), chat in chat rooms, post to discussion boards and seek out new friends in teen community sites. While most interactions are positive, there are increasing reports of these technologies being used to harass and intimidate others. This has become known as cyber bullying.

Definition

- **Cyber bullying** is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides, or at least have been instigated by a minor against another minor.

- www.stopcyberbullying.org

Serenity School is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

Procedures

Staff at School have the responsibility to ensure that:

- all forms of cyber bullying are prohibited
- staff are aware of cyber bullying and are able to identify and look for signs of occurrence among the pupils
- pupils are aware of the consequences of cyber bullying
- a code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises
- all cases of cyber bullying are reported to a member of the senior leadership team and responded to promptly
- there is supervision of technology that is effective for monitoring and deterring cyber bullying
- Staff adhere to the Acceptable use policy for schools-based employees adopted from DfE guidance. (See E-Safety Policy)

Pupils at our School have a responsibility to ensure that they:

- do not participate in cyber bullying
- do not use mobile phones, cameras or other digital devices to record audio and visual material that is not authorised
- do not breach the privacy of students, staff and members of the School community through any unauthorised recording or filming
- do not disseminate inappropriate information through digital media or other means
- report incidents of cyber bullying to a member of staff
- advise other pupils being victimised by cyber bullying to talk to an adult
- offer to speak to an adult on behalf of the student who is being victimised by cyber bullying

HELP ORGANISATIONS:

Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Conclusion

The Policy will only work if the whole of the school community works together to achieve the end aim, that our School is a safe community for all and bullying in any form will not be tolerated.

This policy will be reviewed annually with inputs taken from pupils and parents of the current cohort as part of anti- bullying week in November.

Appendix 1.

Policy for Anti-HBT*

*Anti-homophobia, -biphobia and -transphobia Legal framework

The school welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to disability, ethnicity, sex (gender), religion/belief, sexual orientation, gender identity (and in relation to staff and parents: age, marriage/civil partnership and pregnancy/maternity).

These duties and intentions reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The duties to promote equality in relation to sexual orientation and gender identity are relatively new to many in our community. This policy is provided to support the school community in moving forward to fulfil these duties.

Guiding principles

In fulfilling the legal obligations we are guided by the following principles:

Principle 1: All learners and other members of the school community are of equal value.

All members of our community have the right to feel safe and valued. There are lesbian, gay, bisexual and transgender people and those who experience some degree of gender dysphoria in every community, including every cultural and religious group. The leadership of all faith communities in Britain confirm that they do not condone or encourage homophobia, biphobia or transphobia.

Principle 2: We recognise and respect difference.

We must take account of differences and provide a welcoming and inclusive community for all, including in relation to sexual orientation and gender identity. Lesbian, gay, bisexual and transgender people are welcome as employees, Directors, parents, visitors and pupils in our school community.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards diversity including with regard to sexual orientation and gender identity
- positive interaction and good relations between different groups and individuals in an absence of prejudice- related bullying and incidents, including specifically homophobia, biphobia, transphobia and the stereotyping of gender behaviours.

Principle 4: We aim to reduce and remove inequalities and barriers that already exist

We will challenge all instances of homophobic, biphobic and transphobic bullying or derogatory language. We will work towards removing any inequalities and barriers that may exist in relation to sexual orientation and gender identity, including challenging stereotyping. The senior leadership and governing body will

monitor progress towards equality and inclusion in relation to sexuality and gender identity. No-one within our community has the right to discriminate against any other member of the school community.

Roles and Responsibilities

All members of staff are expected to:

- promote a fully inclusive ethos in the classroom, curriculum and playground in which different families are represented
- teach pupils that it is unacceptable to be hurtful or negative about any aspects of sexual orientation and gender identity
- deal with any prejudice-related incidents that may occur
- teach and support pupils to respect and understand gender diversity
- provide a curriculum that meets the needs of all, including lesbian, gay, bisexual and transgender pupils

The **Headteacher** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented:

- The SMSC Committee has a watching brief regarding the implementation of this policy in relation to staffing, employment and recruitment practices, well-being and whistle blowing.
- The Premises Committee of the governing body has a watching brief regarding the implementation of this policy in relation to the school site, visitors, and the learning environment.
- The Curriculum Committee of the governing body has a watching brief regarding the implementation of this policy in relation to the curriculum, the barriers to learning for vulnerable groups and any incident trends.

The Headteacher is responsible for ensuring the implementation of the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any prejudice related incident or unlawful discrimination.

Parents are expected to support the equality and diversity principles of the school and actively ensure their children do not discriminate against others on grounds of sexual orientation or gender identity, including supporting the school to prevent the use of derogatory language, any forms of social exclusion and to challenge gender stereotyping.