



Woodlane High School

achieving success in a nurturing environment

Equal Opportunity, Racial Equality and Harassment Policies

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Equal Opportunities Policy

1. Introduction

- 1.1 Woodlane High School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference.
- 1.2 Every member of Woodlane is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.
- 1.3 Every aspect of school activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils.
- 1.4 The school environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.
- 1.5 We live in a society where disability discrimination segregates and isolates people from their communities. We aim, through a proactive approach to inclusion, to ensure our pupils have equality of access to learning experiences.

2. The Law and Discrimination

2.1 Sex Discrimination

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

2.2 Racial Discrimination

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

2.3 Disability Discrimination

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

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

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3. Aims of Policy

Our school community aims:

- To ensure that children and staff recognise that discrimination on the basis of colour, culture, origin, sex or ability is not acceptable.
- To provide an environment in which all children and staff feel safe enough to express and question views.
- To ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- To ensure the principles and practices of equal opportunities apply to all members of the school community including pupils; teaching and non-teaching staff; parents/carers; governors and visitors.
- To ensure Equal Opportunities practices are evident in:
 - a) the formal curriculum (the programme of lessons);
 - b) the informal curriculum (extra-curricular activities); and
 - c) the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).
- To educate, develop and prepare all our children for life whatever their sex, colour, origin, culture or ability.
- To encourage both pupils and teachers to feel that they have a responsibility to contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.
- To ensure that all pupils are seen as individuals and each pupil's education and care programme is developed as a direct response to their needs and abilities, based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions, behavioural methods, medical and diagnostic practice.

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

4.1 Admissions

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

4.2 Registration

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

4.3 Discrimination

All forms of discrimination by any person within the school's responsibility are treated seriously, as such behaviour is unacceptable.

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

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

4.4 Language

The school views linguistic diversity positively. Pupils and staff are encouraged to feel that their home language is valued.

4.5 Culture, Class and Race

- 4.5.1 Woodlane acknowledges that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- 4.5.2 Woodlane recognises the inequalities of opportunity that exist within society for individuals and groups and is determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.
- 4.5.3 We are happy for pupils to wear special forms of dress where these are an essential part of their religious or cultural background - Sikhs' turbans, Muslim girls' headscarves etc. However, these must comply with the uniform colour of the school.
- 4.5.4 We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of our school.
- 4.5.5 We try to counter negative, patronising and stereotyped views: believing a prime cause of prejudice is ignorance and misunderstanding.

4.6 Gender

- 4.6.1 As a school, we recognise that there are still gender inequalities in our society that impose limits, particularly on girls' expectations and behaviour. We constantly examine our curriculum, procedures and materials for gender bias or inequality.
- 4.6.2 We encourage pupils to be aware of and question the rigid sex stereotypes presented by, for example, the media.
- 4.6.3 We are committed to providing a curriculum that avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex.
- 4.6.4 We ensure that:

- teachers allocate their time fairly between the sexes;
- all pupils have opportunities for working with pupils of both sexes;
- we question and break down traditional sex stereotypes;
- we do not differentiate between the sexes in respect of our school uniform.

4.7 Religion

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

4.8 Resources

- 4.8.1 Woodlane's aim is to make provision for all pupils according to their needs, irrespective of sex, ability or ethnic origin.
- 4.8.2 Our resources try to reflect the range of cultural and racial backgrounds of children and support a positive self-image. Displays similarly reflect a range of cultures and races.
- 4.8.3 We try to ensure that our resources include non-sexist books that value the achievements of women as well as men.

4.9 Relationships

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

4.10 Recruitment, Appointments & Interviews

- 4.10.1 The head teacher will ensure that recruitment procedures, advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination.
- 4.10.2 The school fully supports the fact that during employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. We also recognise that it is unlawful to discriminate in dismissals, particularly in redundancy dismissals.

5. Monitoring and Review

We try to monitor the impact of our policies and procedures on different groups (by race, gender and disability) and the impact and effectiveness of such policies are regularly assessed through our school self review procedures.

Policy to Promote Racial Equality

1. Introduction

- 1.1 The policy to Promote Racial Equality aims to underpin and support the effective implementation of all school policies and inform the actions outlined in the school improvement plan.
- 1.2 We believe that the process of ensuring equal opportunities and racial equality is central to the development to a fair, holistic teaching and learning environment in which all members of our school community can work and learn together.
- 1.3 We work to create a learning environment where the diversity, needs and achievements of all members of the school community are recognised, valued and celebrated.

2. Aims of Policy

- 2.1 The main aims of the policy to are to ensure that:
 - All pupils and staff are treated with respect and no applicant, employee or pupil is discriminated against because of ethnic or national origins, race or colour.
 - All stakeholders feel safe and free from harassment at school.
 - All stakeholders feel that they are treated fairly and consistently and that their contribution to school life is valued.
- 2.2 The school is determined that good race relations and equality of opportunity remain strengths of the school.
- 2.3 We define racial harassment in line with the Stephen Lawrence report, which stated that it is: *'any incident which is perceived to be racist by the victim or any other person.'*
- 2.4 The school community is committed to the central themes of the Race Relations Act (1976) and the Amendment (2000). These acts enshrine our duties to:
 - eliminate unlawful discrimination;
 - promote equality of opportunities;
 - promote good race relations between people of different racial groups.
- 2.5 To address these themes, the school community aims to:
 - show a commitment to working towards racial equality and to combating racial discrimination and racial harassment;
 - increase mutual understanding and respect;
 - comply with the statutory Code of Practice for the elimination of racial discrimination and the promotion of racial equality in employment;

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- be sensitive to the needs of members of all ethnic and national groups represented in the school community;
- set out how the school will challenge racism. including:
 - the school's approach to anti-racism;
 - how the school will challenge racist attitudes;
- set out how the school will celebrate and promote cultural diversity;
- take into account the school's policy on preventing harassment;
- ensure that the policy is communicated, in an appropriate form, to everyone associated with the school;
- help pupils prepare for future life in a multi-ethnic and multi-faith society.

3. Action ensuring that the policy becomes day-to-day practice

3.1 The school community has:

- devised a policy to promote Racial Equality which is sensitive to the individual needs of the staff and pupils of Woodlane whilst committing the school to working towards racial equality and combating racial discrimination and harassment
- be sensitive to the needs of all pupils and ensure that their achievements are valued
- celebrate cultural diversity
- use the information gathered through ethnic monitoring to seek ways of ensuring equality of opportunities for all pupils and staff
- ensure that racial equality is an aim within all school policies and procedures
- ensure that the policy is rigorously implemented

3.2 In developing the curriculum we will:

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

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4. Admissions, Attendance, Discipline & Exclusion

Admissions

- Ensure that the school's involvement in the placement of pupils at the school is fair and equitable to SEN pupils from all ethnic groups

Attendance

- Monitor attendance carefully, including by ethnic group, to help devise strategies to address poor attendance
- Provide time off for religious observance

Discipline & Exclusion

- Maintain the school's **No Permanent Exclusion** policy (see positive behaviour policy)
- Ensure that the school's procedures for promoting positive behaviour are fair and applied equally to all pupils irrespective of ethnicity
- Develop support strategies for re-integrating pupils after fixed term exclusion or long term absence that address the needs of pupils from all ethnic groups

5. Pupils – personal development, attainment & progress

- Monitor, where appropriate, pupil attainment and progress by ethnic group, gender, language and disability (CASPA).
- Ensure the school celebrates and values the achievement and progress of all pupils
- Offer every pupil the support and guidance they need
- Train staff to challenge racism and stereotyping and promote racial equality in learning, employment, training and career choice
- Take steps to ensure pupils on work experience are not subject to racism or racial harassment

6. Staffing – recruitment, training & professional development

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

7. Parents, Governors & Community Partnership

i). Parents

- Ensure that all parents are regularly informed of their child's progress
- View parents/carers as partners and involve them as fully as possible in discussions about their child's learning

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- Provide accessible and meaningful information to parents/carers

ii). Governors

- Encourage people from ethnic minority communities to become school governors

iii). Community Partnership

- Develop links with ethnic minority community groups

8. Attitudes & Environment

i). Ethos

- Use a whole-school approach to promote racial equality and eliminate racial discrimination
- Recognise diversity as having a positive role to play in enriching the life of the school
- Recognise the importance of language to a person's sense of identity and belonging

ii). Racism, Racial Discrimination & Racial Harassment

- Ensure that clear procedures are in place and that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently

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

- Remove racist graffiti immediately from all school property
- Train staff to use school procedure effectively
- Have in place clear procedures for dealing with perpetrators of racist incidents
- Seek active links with appropriate external organisations to support the implementation of the policy

9. Assessing the effectiveness of the policy

- Racial Equality policy and procedures will be regularly reviewed by the senior management team and the school governing body

ie. ...we will assess the policy regularly with stakeholders and make amendments, where necessary, to ensure that the policy remains a relevant and practical document that addresses racism and racial harassment directly and effectively.

- Good practice in the school will be promoted, celebrated and shared with others
- Stakeholders will be encouraged to address the following issues when undertaking a review of the policy:

- *How does the school help all its pupils to get the most from what is on offer and achieve as much as they can in the school, based on their individual needs?*
- *Does the Pupil Profile System show that any groups of pupils are not achieving as much as they can? If yes, why are some groups underachieving and what can be done to reverse the trend?*
- *Is the school making sure that its policies, including its race equality policy, are not having an adverse impact on pupils, parents or staff from some racial groups?*
- *Is the school doing enough to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?*
- *What is the school doing to:*
 - *Prepare pupils for living in a multi-ethnic society?*
 - *Promote racial equality and harmony?*
 - *Prevent or deal with racism?*
- *Do the policies aims lead to effective action?*
- *What changes does the school need to make the policy more effective?*

Training

(see school policy – **Securing Appropriate Professional Development Opportunities for All**)

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

- All staff have access to high quality INSET
- All staff have access to regular and up-to-date information with regard to racial equality issues and equality of opportunity
- Individual professional development needs are addressed and recorded in colleague's Continuing Professional Development Record

Combating Harassment Policy

1. Introduction

1.1 Our Combating Harassment policy is based on the borough policy initially produced for schools in 1992. It has been updated in the light of a requirement on all school governing bodies to have in place a behaviour and discipline policy (please refer to core policy **Promoting Positive Behaviour**). The revision is timely because it also benefits from the recommendations of the Stephen Lawrence Inquiry Report which, amongst other things, makes clear recommendations in respect of the duty on schools to have in place strategies to prevent and address racism.

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

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

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

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

...any form of behaviour which has the effect of intimidating, ridiculing and undermining the confidence of a person/group of people because of their sex, racial or ethnic background, because of disability, because of sexual orientation, or because of disability...

Such behaviour may include:

- offensive, derogatory gestures;
- name calling, insults or derogatory remarks;
- graffiti;
- the wearing of provocative badges or insignia;
- dissemination of racist, sexist or homophobic literature or literature offensive to people with disabilities;
- bullying, threats or actual physical assault.

1.5 Definitions of Harassment

1.5.1 Racial harassment

Racial harassment may be defined as:

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

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

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

ii). Sexual harassment

Sexual harassment may be defined as:

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

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

iii). Harassment against lesbians and gay pupils

Harassment against lesbians and gay pupils may be defined as:

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

Specific examples of harassment include the ostracising of lesbian and gay pupils because of their sexuality.

iv). Harassment against people with disabilities

Harassment against people with disabilities may be defined as:

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

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

v). Bullying

Bullying may be defined as:

...the behaviour arising from the deliberate use of strength or power in order to coerce others by threats and fear, with the wilful, conscious desire to hurt... (see section 'Bullying' in Promoting Positive Behaviour Policy)

2. Prevention

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

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

3. The legal position

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

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

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

4. Reporting and monitoring incidents

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

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

The school and governing body must, by law, have regard to this recommendation when reviewing or amending behaviour and discipline policies. This policy, the **Promoting Positive Behaviour** policy and the policy to **Promote Racial Equality**, reflect the school's response to Social Inclusion: Pupil Support report.

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

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

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

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

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

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

5. Dealing with perpetrators

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

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

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

In brief, when working with pupils we will:

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

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

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

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

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

6. Victim support

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

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

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

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

7. Bullying

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

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

Characteristics of bullying behaviour include:

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

Bullying therefore should be countered, recorded and monitored in the same way as other forms of harassment following the advice elsewhere in this document.

8. Training

(see school policy – **Securing Appropriate Professional Development Opportunities for All**)

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

- All staff have access to high quality INSET
- All staff have access to regular and up-to-date information with regard to equality issues
- Individual professional development needs are addressed and recorded in colleague's Continuing Professional Development Record