



Conflict Resolution Policy, including Anti- Bullying – Hate Crime Reporting

Date: April 2019

Review: April 2020

Mark Rutherford is a community made up of people of many different racial, religious and cultural backgrounds. As a school we believe that everyone, staff and students alike, has the right to feel safe and valued within the school community. We also believe that everyone should show concern, consideration and care towards others and therefore we will strive to see that there is no form of verbal, physical or psychological bullying, sexual harassment, racist behaviour or any other form of discrimination. This is in line with the equality act 2010. This act of policy requires public bodies to have due regard to the need.

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Aims

1. To establish a climate of mutual respect and dignity where any form or level of bullying is not tolerated.
2. To establish a clear, fair and firm procedure for reporting, investigating and dealing with incidents which is made explicit to staff, students and parents.
3. To raise the awareness of staff, students and parents of the nature of bullying and the behavioural changes the victim displays.
4. To ensure all pupils feel it is “safe” to report incidents in the full knowledge that the matter will be dealt with sensitively and firmly.
5. To develop a support system for victims as well as providing counselling for the bully.
6. To regularly monitor and evaluate our procedures and anti-bullying policy.
7. To consider the issue of bullying as an integral part of the transfer process and CWEST programme.
8. To review the CWEST programme on an annual basis to ensure delivery meets needs.

Definition: *An incident should be defined as bullying if it is perceived to cause distress to the victim or the person who has witnessed the incident.*

- Physical: Assault
- Psychological: Reduction of individual’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, sexuality, gender, disability, family circumstances, appearance, culture, religion or academic ability.
- Social: Ostracism and rejection.
- Verbal: Use of derogatory or offensive language, racist or sexual abuse or the spreading of rumours and name calling.
- Other: Interfering with personal property, extortion etc. Abusive messages through text and E-mail
- Where bullying between students constitutes a safeguarding concern the child protection guidelines will be followed – See Appendix D – Peer on Peer Abuse.

Dealing with bullying:

- All students and staff will report any incidents of bullying knowing that they will be believed
- All incidents will be dealt with seriously and sensitively and logged centrally on the SIMS Behaviour Log and incident log
- Control of any action will be with the victim; any action taken will be with their consent
- On going support may be provided for the victim and feedback and ongoing reassurance.
- Appropriate action (which may take the form of a sanction or guidance) will be taken to enable the bully to recognise the consequences and begin to take responsibility for her/his action – See Appendix C – Summary of procedures.

Dealing with bullying outside of school:

- Bullying incidents will be dealt with in line with the anti-bullying flow chart – See Appendix C.

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public; the police should always be informed.

- Bullying incidents which are a safeguarding concern (See Child Protection Policy)

Identifying whether a hate crime has taken place:

Hate Crime Information sheet

What is hate crime?

Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- disability
- race or ethnicity
- religion or belief

- sexual orientation
- transgender identity

This can be committed against a person or property.

A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.

CPS and police agreed definition-

“any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.”¹

There is a distinction between a hate crime and a hate incident.

“A hate incident is any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.”²

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following: verbal abuse; harassment; bullying or intimidation; physical attacks; threats of violence; hoax calls, abusive phone or text messages, hate mail; online abuse; displaying or circulating discriminatory literature or posters; graffiti; arson; throwing rubbish in a garden; and malicious complaints

What to do if a hate crime takes place in school?

- Collect information about incident from all parties involved and record it thoroughly on Mark Rutherford incident report form
- Report and discuss incident with Deputy Head teacher or other Leadership group member
- Identify whether steps need to be taken to report incident to the police

If a crime needs reporting to the police?

There are several ways you can report a hate crime, whether you have been a victim, a witness, or you are reporting on behalf of someone else:

1. In an emergency

- call **999** or **112**.

2. Contact the police

- Who you can speak to in confidence. You do not have to give your personal details, but please be aware the investigation and ability to prosecute the offender(s) is severely limited if the police cannot contact you. Contact your local police force, either by telephone or by visiting your local police station.

3. Report online

- You can report online using the facility on this website. Go to the '[Reporting online](#)' page.

http://www.bedford.gov.uk/community_and_living/community_services/community_safety/hate_crime.aspx

http://www.report-it.org.uk/your_police_force

4. Third party reporting centres

- Local agencies such as the Citizens Advice Bureau, Community Voluntary Services etc can also report the incident on your behalf and provide you with advice and support.
- [Stop Hate UK](#) provide confidential and independent Hate Crime reporting services in various areas in the UK including a 24 hour helpline.

6. Crimestoppers

- If you do not want to talk to the police or fill in the reporting forms, you can still report a hate crime by calling **Crimestoppers** on **0800 555111** or via their website at www.crimestoppers-uk.org (opens in new window). You do not have to give your name and what you say is confidential. It is free to call.
- You can give us as little or as much personal information as you wish. But please note:
- **With your details...** the incident can be investigated fully and you can get the service you deserve and the support you need.
- **Without your details...** the report will be used for monitoring purposes to get a true vision of what is happening.

If incident does not need reporting to the police?

- Please follow the Anti-bullying flow chart for next steps in school and agree the appropriate actions.

Prevention of bullying and hate crime behaviour:

- Ongoing implementation of Mark Rutherford disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;
- Open discussions about differences between people that could improve understanding and reduce bullying.

- Schools teaching children that using any prejudice based language is unacceptable;
- To include CWEST lessons or understanding everyone's unique characteristics and differences in relation to – ethnicity, gender, sexual orientation, disability, religion, family situations
- Providing effective staff training at Mark Rutherford so that anti-bullying policies are most effective. The staff understand their legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Mark Rutherford invests in specialised skills to help their staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) students;
- Mark Rutherford work with the wider community such as the police and the children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school;
- Mark Rutherford raise awareness of the self-esteem of students through posters, assemblies, outside speakers, CWEST. Including annual anti bullying week
- Provide mechanisms for confidential reporting of incidents
- Maintain good links with parents and students
- Work towards creating a safe environment through adequate supervision for learning
- Two behaviour and safety reviews October and July to include audit, questionnaires, observations to identify activities.

A central log will be kept of all reported incidents of bullying on the schools SIMs log.

This policy statement will be reviewed regularly with stakeholders.

Further Sources of Information

DfE resources:

DfE Behaviour and Discipline in Schools Guidance

[Ttp://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-Principals-and-school-staff-on-behaviour-and-discipline](http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-Principals-and-school-staff-on-behaviour-and-discipline)

[Make Them Go Away \(SEND DVD\)](#)

[Let's Fight it Together \(Cyberbullying DVD\)](#)

Legislative links:

Schools' duty to promote good behaviour ([Education and Inspections Act 2006 Section 89](#))

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006 Section 89\(5\)](#))

[The Equality Act 2010](#)

Specialist Organisations:

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT:

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings.

APPENDIX A

Possible Courses of Action that should be discussed with Victim of Bullying or Hate Crime

- Arrange to meet the individuals involved immediately and contact her/his parents (see Appendix C)
- Set up Restorative conference if all individuals willing
- Alert subject staff that there is a problem. If needed individuals are initially sat separately or away from one another
- Offer victim change of class/tutor group if necessary
- Offer support of mentor/counsellor/student support if necessary
- Suggest alternative routes to lessons/home if necessary
- Allow student to leave class early at change of lesson/end of the day if necessary
- Where possible always seek to resolve the situation so that all individuals feel that the relationship has been restored
- Individuals interviewed by H.O.H. and a warning maybe given and logged
- Following a second offence more serious sanctions are likely to come into force e.g. school exclusion
- Further offences may be punished by a period of Fixed Term Exclusion with the possibility of Permanent Exclusion for persistent offenders

At any stage an individual will be offered support to help them stop bullying behaviour. This could be in the form of group or individual work which may be led by the H.O.Y or the School Counsellor. A mentor may also be provided.

RACIST/BULLYING/HATE CRIME INCIDENT LOG

	PERPETRATOR	VICTIM	DATE
Names & Tutor Groups			
Ethnicity, nationality, religion as relevant			
Brief description of incident:			
Action taken to support the person(s) subject to the incident:			
Action taken in relation to the person responsible for the incident:			
Contact with the parent(s)			
Is the victim/parent satisfied with the outcome?			
Member of staffSignature.....			
Deputy HeadSignature.....			

- The Deputy Head responsible for the Log should be made aware of the incident and will counter-sign above.
- A copy of this report should be placed in the personal files of the pupils involved.

DEALING WITH BULLYING – REPORTING INCIDENTS

BOOK IN HEAD OF HOUSE's PIGEON HOLE

Date	Victim	Perpetrator	Brief description	Signed
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APPENDIX B

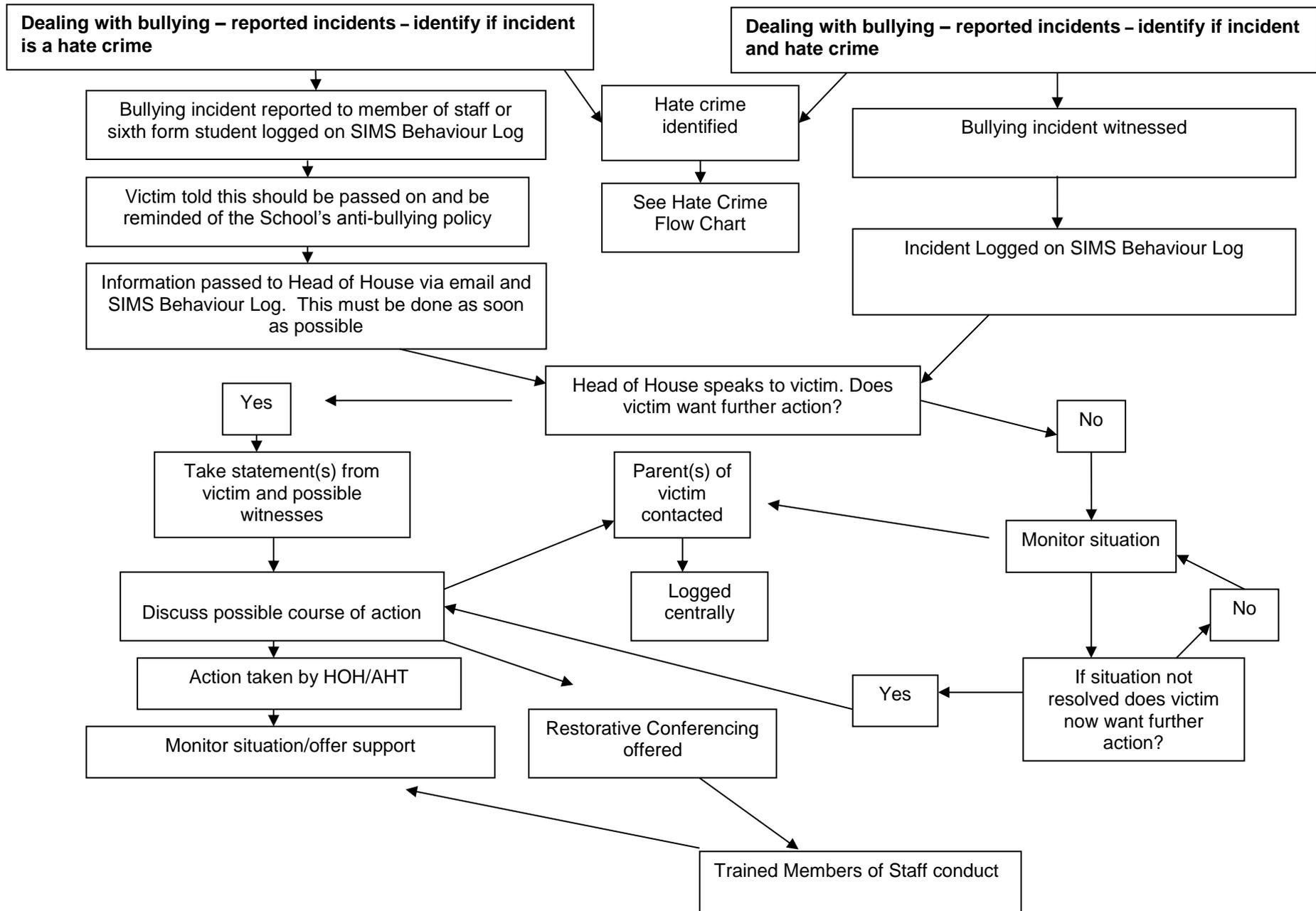
The Sixth Form

As a school we have the highest expectations of our senior students in terms of their attitude to learning and general behaviour in class and around school as well as in the wider community. Senior students should be setting an example to other years by behaving sensibly, working hard and going about business purposefully. This will include assisting with the smooth management of the school and a contribution to helping others. The expectations are identified in the Sixth Form Contract.

This does entail the same procedures being used when required and all staff are expected to apply the behaviour policy appropriately to the Sixth Form. Whilst common problems tend to relate to academic concerns, these still need to be logged and the correct actions employed.

Ultimately if an improvement is not apparent or a matter is really serious then a student may be required to leave the Sixth Form. Obviously this will hinder career progression and references.

SUMMARY OF PROCEDURES APPENDIX C



Referral Routes

