

Anti-bullying and Hate Incidents/Crimes Policy (Students)

Designated Teacher: Principal/ Vice Principal
Reviewed by: Governors Policy Committee
Date: December 2022
Version: 1.1

1. INTRODUCTION

- 1.1. Bullying, hate and prejudice-based incidents are a major concern for the Trust and is an issue that affects students, parents/carers, governors, teachers, non-teaching staff and others and can have extreme consequences.
- 1.2. At all of our Trust establishments we are determined to record and report bullying and prejudice-based incidents and act to eliminate all discrimination, prejudice, harassment and victimisation against students. To demonstrate our commitment to anti-discrimination and the Equality Act 2010, we support the local authority in providing hate incident and hate crime data to Stop Hate UK; this replaces the Hate Incident Reporting Scheme (HIRS), that was established in the Autumn of 2014 to record and monitor incidents of hate.
- 1.3. We want to provide our students with a safe, secure and happy environment in which to learn. We expect high standards of behaviour and do our best to encourage our students to develop into responsible and valued members of the community who can build and sustain good relations with others.
- 1.4. It is important to recognise that occurrences of bullying, prejudice based and hate incidents can have a detrimental effect on the achievement and wellbeing of students.
- 1.5. We therefore feel that it is important to supplement our Behaviour & Positive Discipline Policy and the Anti-Bullying Charter of Student Rights & Responsibilities with a policy which:
 - Defines bullying and hate incidents and crimes
 - Raises awareness through the preventative and personal development curriculum
 - Identifies procedures for dealing with incidents of bullying, discrimination, prejudice, harassment and victimisation and hate incidents/crimes
 - Defines preventative strategies which tackle discriminatory and derogatory behaviour and use of language against any of the protected characteristics including but not exclusively: racist, homophobic, about disability or difference and transphobic
 - Supports students who have been involved in bullying and hate incidents/crimes through pastoral/inclusion support
 - Recognises the importance of working collaboratively in partnership with parents/carers
 - Recognises the importance of working strategically in partnership with the local authority
- 1.6. The trust would echo the phrase from the DfE, that we do not want our students to “suffer in silence.”

2. DEFINITIONS OF BULLYING AND HATE INCIDENTS/CRIMES

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2.1. What is bullying?

2.1.1. Bullying is defined as:

“the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.”

2.1.2. It usually takes one of four forms:

- **Physical** e.g. hitting, fighting, taking belongings
- **Verbal** e.g. name-calling, insulting remarks, racist or homophobic comments
- **Indirect** e.g. rumour-mongering, excluding someone from social groups
- **Cyber-bullying** e.g. texting, use of websites, social media etc.

2.2. What is a hate incident?

2.2.1. A hate incident is legally defined as:

“Any non-crime incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice” (National Policing Hate Crime Strategy)

Hate incidents will be based upon the following recognised hate strands:

- **Ethnicity/Race** - Any incident which is perceived to be racist by the victim or any other person on the basis of ethnic origin, skin colour, nationality, culture, language, real or perceived racism
- **Religion/Faith/Belief** - Any incident that is perceived by the victim, or any other person, to be motivated by a prejudice based on the religion/faith/belief of the victim or so perceived by the victim or any other person. For example, Christian, Muslim (Islamophobia), Jewish, Buddhist, Sikh, Hindu etc.
- **Sexual orientation** - Any incident that is perceived by the victim, or any other person, to be motivated by a prejudice based on another person’s sexuality, or perceived sexuality. For example, related to sexual orientation or perceived orientation of target or target’s family and/or homophobic/biphobic abuse and language used
- **Disability/SEN** - Any incident perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their disability or so perceived by the victim or any other person. For example, real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories
- **Gender identity** - Any incident which is perceived to be based on prejudice towards or hatred of the victim because of that person’s gender identity or so perceived by the victim or any other person. For example: any incident based on gender identity that when expressed demean, intimidate or harm another person

because of their gender identity. As an example, transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member

2.2.2. Hate incidents can consist of verbal abuse, insults, detrimental comments, abusive language, gestures, comments on social networking and “jokes” or “banter” focused upon the protected characteristics.

2.2.3. For some students, bullying behaviour is regarded as acceptable behaviour, where strength is shown through aggression. This type of behaviour is contrary to the ethos of the Trust. In partnership with parents/carers, and with the support of the student body we aim to raise awareness and prevent and tackle discriminatory behaviour, bullying and hate based incidents. Bullying can be carried out physically, verbally, emotionally or through cyberspace. This behaviour can include: verbal bullying for example name calling, teasing, threatening; physical for example hitting, punching, kicking, inappropriate touching; relational bullying for example ignoring, leaving out, spreading rumours; indirect bullying, for example stealing, damaging belongings, targeted graffiti; cyber bullying for example sending abusive texts or emails.

2.3. **What is a hate crime?**

2.3.1. A hate crime is legally defined as:

“Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice” (ACPO 2005 definition)

2.3.2. A hate crime should be reported directly to the police, and to STOPHATE UK (see below).

3. **RAISING AWARENESS THROUGH THE CURRICULUM**

3.1. **The impact of bullying**

3.1.1. It is important that students appreciate that bullying:

- Is detrimental to the safety and happiness of students
- May have an adverse effect on academic achievement
- May lead to absenteeism and school refusal
- Could lead to low mood, depression and mental health difficulties
- Can have a long-term impact on relationships, mental health and wellbeing
- Can lead to students feeling hopeless, having suicidal thoughts and feelings and
- In extreme circumstances can lead to attempting or committing suicide

3.2. Therefore, creating a culture where bullying is not tolerated is intrinsic to our core values. We ensure this through:

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- 3.2.1. Effective teaching of the preventative curriculum: personal, social, health and citizenship education (PSHCE) and the relationships, sex and health education (RSHE) statutory curriculum so that students are always aware that this behaviour is morally and socially unacceptable and will not be tolerated.
- 3.2.2. PSHCE/RSHE lessons together with a planned personal development programme, social moral spiritual cultural development (SMSC) and an understanding of modern British values (MBV) continue to address the impact of bullying, hate incidents, prejudice, and discrimination and peer pressure on, social, emotional health and wellbeing.
- 3.2.3. Students are encouraged to develop personal and moral values and beliefs and are able to explore, debate and discuss prejudices, discrimination and social injustice historically and in a modern context across the curriculum.
- 3.2.4. Form tutors and class teachers are encouraged to discuss bullying and hate incidents as and when appropriate.
- 3.2.5. The topic of bullying, hate incidents/crimes, prejudice and discrimination may arise in any lesson and staff are expected to discuss the topic in a sensitive and professional manner.
- 3.2.6. Assemblies are periodically used as a vehicle for raising awareness, using relevant examples.
- 3.2.7. The Trust has an E- Safety and Online Policy which outlines the Trust's expectations for student behaviour related to social media, such as Facebook.
- 3.2.8. Bullying is a regular item on the individual agenda of student voice meetings.
- 3.2.9. Anti-bullying week is used as vehicle for awareness raising.
- 3.2.10. Through effective pastoral support.
- 3.2.11. Through the provision of effective mental health support.

4. PROCEDURES FOR DEALING WITH INCIDENTS

- 4.1. If a parent/carer believes that their child is a victim of bullying, they should contact the Trust establishment via e-mail or telephone and ask to speak to an appropriate member of staff. A telephone call and meeting where appropriate will be held to discuss your concerns. It is, unfortunately, the case that at times young people can be unkind to one another. We ensure that all unkind behaviours are sanctioned according to the Positive Discipline Policy and we work to educate the perpetrator(s). Where unkind behaviour becomes repeated then this would be classed as bullying, in line with the Positive Discipline Policy, we have a zero-tolerance approach to this. It is important that where the parent/carer or their child may have evidence of bullying behaviours such as online materials that you keep these and share them with members of staff
- 4.2. All bullying/hate incidents will be treated seriously by staff and referred to the appropriate member of staff without delay.

- 4.3. Written statements should be taken using the standard pro-forma from all students involved (see Appendix C).
- 4.4. Both alleged 'victim' and the 'bully/perpetrator' must be made aware that the Trust views any instance of bullying or hate incident very seriously.
- 4.5. It is imperative that the victim is supported and is given help, support and guidance. It is also imperative that the alleged perpetrator or perpetrator is given support, guidance and help.
- 4.6. Every effort must be made to resolve the situation immediately. Where appropriate, 'victim' and 'bully/perpetrator' should be able to resolve the issue restoratively and be brought together to discuss the incident, including exploring the impact of the incident on the victim.
- 4.7. Follow up procedures, tracking and monitoring of repeat incidents should check that the bullying or hate incident and behaviour has not resumed.
- 4.8. The responding member of staff will judge the seriousness of the incident following evidence gathered through their investigation. More serious incidents of bullying or persistent cases will necessitate the involvement of a senior leader. In these cases, parents/carers **must** be informed and invited into the Trust establishment and sanctions will be followed in accordance with the Behavior and Positive Discipline system (PD) or code of conduct.
- 4.9. Sanctions must be clear, consistent and appropriate to the seriousness of the incident and in accordance with the Trust Positive Discipline and Behaviour Policy.
- 4.10. A record will be kept of all bullying and hate incidents/crimes; this will be added to the student record.
- 4.11. If a hate incident occurs the responding member of staff will record the incident.
- 4.12. If a hate crime is reported to staff members, this will be reported immediately to the Police. Students and parents/carers should also be signposted to reporting hate crimes immediately to the police should an incident occur out of school. The establishment will also report to STOPHATEUK (see below).
- 4.13. When investigating a fight, it is important to identify whether it has arisen through bullying or a hate incident. If a student has been severely provoked, this must be taken into account when dealing with the incident. If both parties have been provoked by third parties, it is important to identify the provocateur(s) and deal with them appropriately. N.B: We must never give the impression that we condone retaliation, although we should treat incidents of this nature sensitively.
- 4.14. **Hate Incident/Crime Reporting: Stop Hate UK**

To understand the types of incidents of hate occurring and the location in Leeds they are most prevalent, Stop Hate UK will report the city's hate crime figures to the authority's Hate Crime Strategic Board on a regular basis. This information will assist the board to assess how the council and partners are delivering on preventative related work and work being done more broadly to address discrimination and intolerance as set out in the Best City Ambition.

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Reports can include full details, partial details or remain anonymous. **Student and parent/carer information will only be provided if agreed and for the purpose of referring to the police and professional agencies.**

Stop Hate UK record incidents that target **any aspect of a person's identity** not just the five 5 'monitored strands' (Disability; Transgender Identity; Race; Religion; Faith or Belief; Sexual Orientation) for example, gender, age, hair colour, Gender/Misogyny and Alternative Sub-cultures.

For the purpose of the Leeds Hate Incident Reporting for schools, Stop Hate UK have created a pro forma which can be sent direct to supportteam@stophateuk.org

The GORSE Academies Trust, c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA

Chief Executive Officer: Sir John Townsley BA (Hons) NPQH

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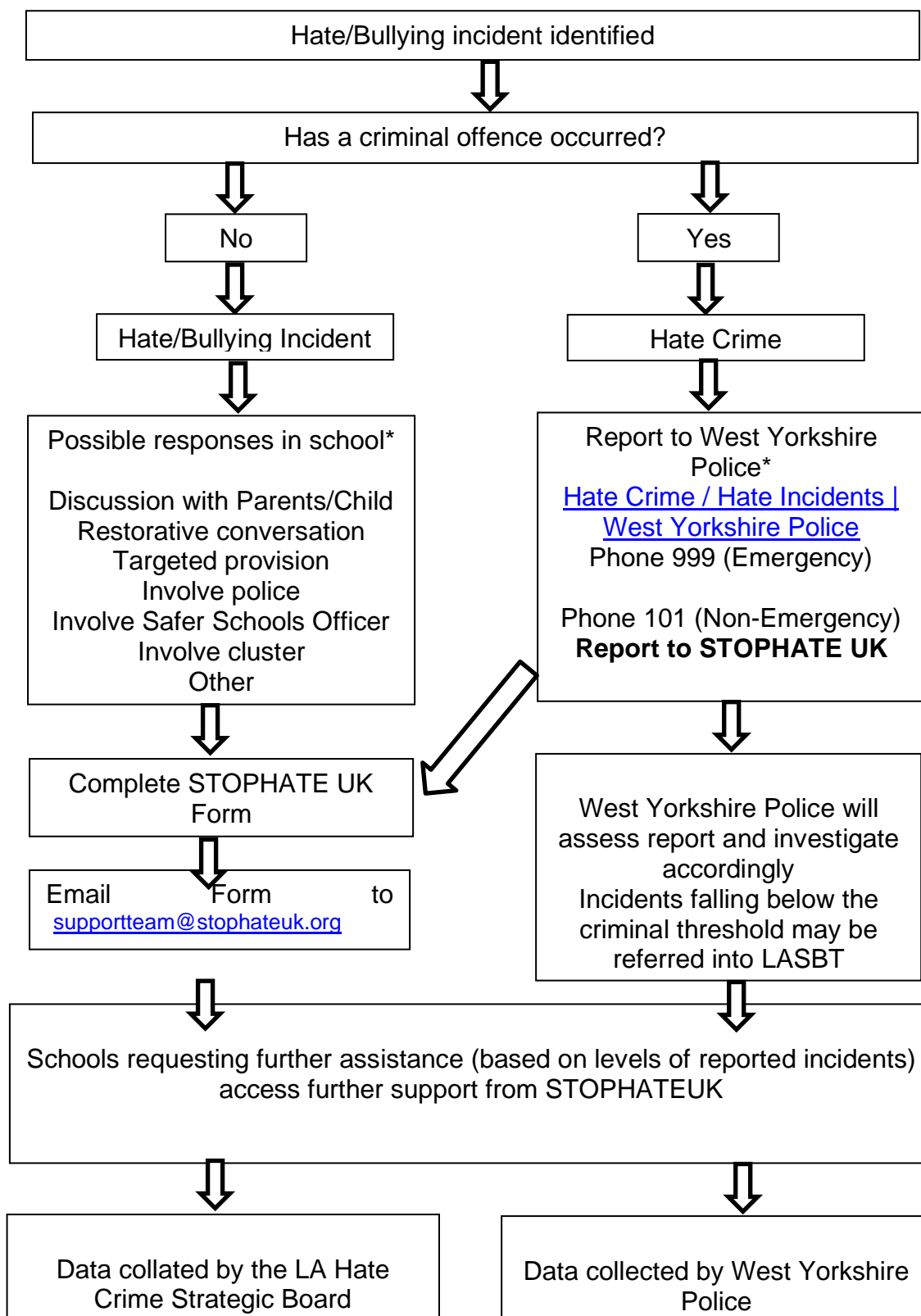
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Reporting Process



- *May include one or more of the following and is detailed with the Safeguarding and Child Protection Policy
- Concerns regarding potential criminal offences including those motivated by prejudice or hate can be discussed with and/or reported to West Yorkshire Police. [Hate Crime / Hate Incidents | West Yorkshire Police](#)
- Email lasbt@leeds.gov.uk or telephone 07712 214103 for help with STOPHATE UK form or for support from the Leeds Anti-Social Behaviour Team in responding to individual hate incidents
- Additional information and advice is available at Leedseducationhub@leeds.gov.uk

5. STUDENT SUPPORT

- 5.1. Once the incident has been dealt with, it is important that there are no further problems.
- 5.2. The victim should alert the appropriate member of staff of any repercussions and strategies should be put into place to ensure that sanctions are followed and that the bullying or hate incidences do not continue. This should include support for the victim.
- 5.3. Similarly, the bully must be monitored so that no further incidents occur and in order to support them further.

Appendix A – Student Anti-Bullying Charter

5.4. **Bullying: A Charter of Student Rights**

5.4.1. As a member of the trust establishments, you have the right:

- To live your life in peace and safety
- To be an individual and be proud of being different
- Not to be bullied
- To say 'no' firmly to any behaviour you think is wrong
- To protect yourself by ignoring others or by walking away
- To tell a member of staff if someone is making you unhappy

5.5. **Bullying: A Charter of Student Responsibilities**

5.5.1. All TGAT establishments expect you:

- Not to put up with any form of bullying
- To work with others to stop bullying
- To inform a member of staff of any form of bullying
- Not to be afraid of reporting incidents. If you do nothing, it might suggest that you are supporting the bullying
- Not to put up with bullies in your group of friends
- Not to make up stories about bullying

6.3. **DON'T SUFFER IN SILENCE**

6. **WHAT TO DO NEXT**

6.1. **If you are being bullied or are a victim of hate incidents**

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Don't retaliate physically
- Get away from the situation as quickly as possible
- Tell an adult/member of staff what has happened straight away

6.2. **After you have been bullied or have been a victim of a hate incident**

- Tell a member of staff or another adult at the Trust establishments

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- Tell a parent/carer, friend or family member who can contact the Trust establishments
- If you are scared to tell an adult or staff member by yourself ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened
- If bullying or hate incidents reoccur keep reporting them

6.3. **When you are talking to an adult about bullying, be clear about**

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

Appendix B – External Support

EXTERNAL SUPPORT

- If you need urgent assistance with regards to a hate crime call 101 or 999
- If you find it difficult to talk to anyone at the Trust establishments or at home, ring **ChildLine** on Freephone 0800 1111, or email www.childline.org.uk. The phone call or email is free and it is a confidential helpline
- Bullying support for young people and advice about positive mental health – YoungMinds Website: www.youngminds.org.uk/vs-bullying. Telephone: 0808 802 5544
- *Bullying support and advice, support and guidance about wellbeing, mental health, practical advice and other issues affecting young people – Website: www.getconnected.org.uk/Bullying Telephone: 0808 808 4994*
- NSPCC - <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>
- Think you Know – Advice and information about social networking, E-Safety and reporting online abuse - <https://www.thinkuknow.co.uk/>
- *LGBTQ, Lesbian, Gay, Bisexual, Transgender and Questioning advice about bullying - bullying www.diversityrolemodels.org/ www.stonewall.org.uk/*
- *Advice with regards to hate incidents and crimes www.stophate.org*

Local and National Support/ Information

- The Safer Leeds website provides information hate incident reporting along with the partnership's Hate Crime Strategy for the city. Additionally, the site includes details of the hate incident reporting centres, Crown Prosecution Service Fact Sheets and a diagram of the Hate Incident Reporting Process which illustrates what happens to hate incidents reports once they are received
- Further information on hate crime nationally, including the prevalence of different types of crime, is available from the Home Office
- National organisations Stop Hate UK and True Vision provide further information on hate crimes, including reporting, training and research

Appendix C

Annex C - Incident Report Form (for internal use)

Name of student	
Form	
Date of incident	
Time of incident	
Place of incident	
Witnesses	
Reported by	
Date of report	

Appendix D: Hate Incident/Crime Reporting in Schools: STOPHATEUK Form



Education – Hate Crime/Incident Referral Form to Stop Hate UK

Please use this referral form to report any Hate Incident or Crime to us so that we are able to support you and your pupils/students that have either experienced or witnessed Hate.

As well as us being able to offer support it is essential we hear of any Hate incidents so we can gather important data of what is impacting on children and young people in your communities, ensuring Safeguarding is at the forefront of our joint working.

There are 3 options for reporting:

1. Report for information only (this can also be anonymous)
2. Report for us to record and look at referring to Police, Local Council, any appropriate specialist agency for additional support
3. Report as above in No.2 but also request a call back from our Support Services Manager to discuss in more detail
4. If you have a student that wants to talk to Stop Hate UK directly and privately they can call the Stop Hate Line 24-hours a day on 0800 138 1625. (need to ensure the Call hate Number is put here)

If you need help immediately, call the Police on 999.

If you don't want to report a Hate Crime but would like to contact us, you can email us at supportteam@stophateuk.org

School, Student & Parent/Carer Information

School Name:
Name of referrer:
Job Title:
School Address:
Telephone No:
Email Address:

Student Name:
D.O.B
Current Age:
Home Address:

The GORSE Academies Trust, c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA

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Telephone No:

Email Address:

Parent Name:

Home Address:

Telephone Number:

Email Address:

Is the parent/carer aware of referral?

Incident Information

Please complete as much information as you can

When did it happen?

Where did it happen? Please be as precise as possible

Tell us what happened?

Who was involved? Can you describe the perpetrator?

Why do you believe you were targeted?

Reporting Options

Would you like to report for recording purposes only

Would you like to report for us to refer to an appropriate agency?

Police

Local council

Support Agency

If you would like a call back from our Support Services Manager please state person she needs to contact within school.

Do we have your consent to keep and share the information provided with appropriate agencies (council, support services, police) for further support?

Yes

No

Please send referral form to supportteam@stophateuk.org

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www.tgat.org.uk

The Stop Hate Line is available to **anyone** in Leeds (victims, witnesses and professionals alike) and there are a number of ways to get in touch:

- Phone: 0800 138 1625
- Text: 07717 989 025
- Text Relay: 18001 0113 293 5100
- BSL: via www.stophateuk.org
- Email: talk@stophateuk.org
- Chat: www.stophateuk.org/talk
- Online: www.stophateuk.org/tell

Appendix D - FAQ

Do we have to use the word 'hate'?

The terms hate incident and hate crime are legal definitions used to reflect the way that hate motivated incidents can be communicated to both individuals and entire groups of people that they are unwelcome and unworthy of social respect. The school curriculum can teach the impact that hate motivated incidents and crimes can have upon both individuals and the broader community, and how we are protected by the law.

If the incident happens outside the establishment or organisational setting, which agency should record it?

All agencies should report all hate incidents/crimes they are made aware of, following the guidance within this document.

If the case has been reported as hate crime to police, does this still need to be recorded on this form?

Yes, the form is only for hate/Bullying incidents and crimes, and should be used to enable data to be collected, and for signposting to relevant agencies.

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The GORSE Academies Trust, c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA

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