

## Anti-Discrimination & Bullying Policy

This policy applies to the staff and participants of the London International Youth Science Forum ("LIYSF").

### 1. Objectives:

- All staff, students, and parents/guardians understand what we mean by bullying and discrimination and how LIYSF will respond.
- All staff, students, and parents/guardians know that bullying and abusive behaviour will not be tolerated.
- All staff, students, and parents/guardians understand that bullying will be taken seriously and acted upon.

With this policy, we aim:

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an open and inclusive environment where all are treated with dignity and respect and where all members of the LIYSF community understand that discrimination and bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of discrimination and bullying.
- To inform participants and parents of our expectations and foster a productive partnership that helps maintain a discrimination and bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling discrimination and bullying by regularly monitoring and reviewing the impact of our measures, both proactive and preventative.

We do not tolerate discrimination, any form of harassment and/or bullying behaviour. We are committed to creating a culture of respect and encouraging staff/students to realise their potential regardless of gender, age, ethnicity, cultural background, disability, religion and sexual orientation. We support an environment that actively promotes health, wellbeing and safety whilst ensuring we meet legal and compliance responsibilities. We aim to deal with allegations of discrimination, harassment and bullying promptly and confidentially. This policy is not exhaustive and is constantly reviewed.

### 2. LEGAL PROVISIONS

To safeguard and promote the welfare of our students, LIYSF will act in accordance with the following legislation and guidance: The Education Act, 2002; The Children Act, 2004; The Equality Act, 2006 and the Equality Bill, 2009.

Bullying is not a criminal offence in the United Kingdom but some types of, harassing, threatening behaviour or communications could be a criminal offence (for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 or the Public Order Act 1986). Where we believe or there is evidence that an offence may have been committed we shall seek assistance from the police. For example, under section 1 of the Malicious Communications

Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### 3. KEY DEFINITIONS

- a) **Stereotype:** A commonly held belief about a group of people. Usually, stereotypes are not true and they can be very offensive.
- b) **Prejudice:** A judgement made about someone without knowing them. It is usually called prejudice when the judgement is negative, and prejudice is often formed by stereotypes.
- c) **Discrimination:** The unfair or harmful treatment of groups of people, especially on the grounds of these characteristics:
  - age
  - disability
  - gender reassignment
  - pregnancy and maternity
  - race
  - religion and belief
  - sex
  - sexual orientation
- d) **Hostility:** An occasion when someone is unfriendly or shows that they do not like something. This includes ill-will, ill-feeling, spite, contempt, prejudice, unfriendliness, antagonism, resentment, and dislike.
- e) **Hate crime:** Any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a personal characteristic; particularly disability, gender identity, race, religion/faith or sexual orientation.
- f) **Non-criminal hate incident:** Any incident which is not a criminal offence but which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a person's actual or perceived race, religion, sexual orientation or transgender identity.
- g) **Bullying:** Behaviour that is intended to hurt someone either physically or emotionally and is often aimed at certain groups, e.g. because of race, religion, gender, trans identity or sexual orientation. This behaviour is often repeated.
- h) **LGBT+:** This term relates to people who identify as Lesbian, Gay, Bisexual or Transgender and at LIYSF we also include those who identify as queer or are questioning their gender or sexual identity within this term.

### 4. BULLYING BEHAVIOUR

Bullying can take place between participants, between participants and staff or between staff, and can include:

- name-calling, teasing, taunting, mocking and making offensive comments or threats;
- offensive graffiti;
- excluding people from groups;
- gossiping and spreading hurtful or untruthful rumours;
- kicking, hitting, pushing;
- taking belongings;
- cyberbullying—including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Participants and staff can be bullied for a variety of reasons including:

- ethnic background, religion or culture;
- disability, special educational needs or being particularly able, gifted and talented;
- sexual orientation;
- gender (including sexualised bullying);
- size, appearance or health conditions;
- social or economic status (poverty, class);
- age/maturity;
- home circumstances – certain groups such as participants in public care, young carers, or those with same-sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable/targeted.

Bullying behaviour is often linked to difference, perceived difference or discriminatory attitudes towards certain groups. This can occur regardless of whether the targeted pupil is actually a member of any of those groups. For example, participants who are not lesbian, gay or bisexual may be subject to homophobic bullying and others may be the targets of racist bullying based on inaccurate assumptions about their ethnic background or culture.

The focus of bullying behaviour should always be recorded. The effect of behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying. Single incidents of hurtful behaviour may still leave the targeted participant fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact.

## **5. POSSIBLE SIGNS OF BULLYING (BUT NOT LIMITED TO):**

- Student becoming withdrawn, anxious, or reduced self-confidence.
- Student becomes aggressive, disruptive, or unreasonable.
- Changes in the student's usual routine.
- Student starts stammering.
- Student attempts or threatens suicide or runs away.
- Student is frightened of attending classes / sessions.
- Sudden decrease in performance during classes / sessions.
- Student wanting to skip classes / sessions or trying to find reasons to do so.
- Student cries him/herself to sleep at night, has nightmares or starts wetting the bed.
- Student regularly feels ill / develops mysterious injuries.
- Student refusing to get on excursion.
- Student reports a lack of money suddenly despite confirmation that their finances are comfortable initially.
- Student asks for money or starts stealing money / or other valuable items (to pay the bully).
- Student's possessions are getting damaged or going missing.
- Student has unexplained cuts or bruises.
- Student stops eating.
- Student is frightened and does not wish to speak to a member of staff.
- Student is afraid to use the internet or mobile phone.
- Student is nervous & tense when he / she receive a cyber message.
- Student becomes very sensitive over any perceived difference.
- Student gives improbable excuses for any of the above.
- Student is worried about returning home (because they are worried about consequences if sexual

material has been distributed about them online for example).

It is important to know that when we take a trauma-informed lens, we begin to recognise that behaviours can show themselves in many different ways and as staff at LIYSF it is our responsibility to remain curious, be supportive and be proactive in asking questions sensitively if we notice that something may be wrong.

## **6. LIYSF POLICY**

To form the foundation for an effective anti-discrimination and anti-bullying practice within LIYSF, we formulated our key principles as follows:

- All members of the LIYSF community have the right to feel safe at the event.
- All members of the LIYSF community have the right not to experience prejudice and hurtful behaviour at the event, whether or not it is directed at them.
- All reported and witnessed bullying incidents should be treated seriously and responded to consistently.
- Intervention should support and empower participants who have experienced bullying rather than encouraging a view of them as victims.

LIYSF is committed to ensuring all key principles are met with these measures:

- Effective anti-bullying policy including prevention strategy.
- Proactive approach with an anti-racist stance.
- Effective anti-bullying ethos.
- Stakeholders positively involved.
- Outside-events issues addressed.
- High levels of participant confidence in the system.
- Staff trained to challenge and deal with bullying, prejudice and discrimination.
- Effective and consistent staff response to bullying incidents.
- Effective and timely recording and reporting.
- Support for students/staff experiencing bullying.

Inclusivity and hospitality are the hallmarks of LIYSF: every participant and staff member is respected as a member of our community. Every incident of discrimination and bullying is taken seriously and will be recorded.

All staff are trained on our anti-discrimination and anti-bullying policy to recognise and understand how to challenge all types of bullying and discrimination. Our staff will make sure that these policies are known and understood by all members of the LIYSF community. LIYSF will ensure that participants understand how to report incidents.

The Director, along with senior staff and the student welfare officer take responsibility for monitoring and evaluating the effectiveness of anti-bullying strategies (including policies, vision and ethos) and ensure that regular reports about bullying and wellbeing are part of staff meetings.

## **7. STAFF RESPONSIBILITIES**

To guard against discrimination, bullying, adverse action and harassment, we expect our staff to:

- Know their legal responsibilities and our expected standard of commitment;
- Set an appropriate standard of behaviour and lead by example;

- Ensure that all people covered by this policy feel free to make complaints without fear or recrimination;
- Assist with, and be supportive of, any investigation that is undertaken;
- Exercise judgment to discourage frivolous or false complaints;
- Take early corrective action in consultation with the Director to deal with behaviour that may be offensive or intimidating to some people;
- Contact the Director immediately if they receive a complaint of bullying, harassment or discrimination.

## 8. LIYSF RESPONSE

Creating an inclusive environment that demonstrates equality and respect is an important measure in preventing and challenging discrimination and bullying.

When incidents of discrimination or bullying take place, LIYSF staff will consider three actions:

- *Challenging* unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- *Supporting* the person who has been discriminated against and/or bullied (and sometimes the person who has displayed bullying behaviour and any non-intervening bystanders).
- *Reporting* what has happened and monitoring those reports. Staff who have been approached by a student with a disclosure will keep a record of what is said (what happened, by whom, when). These concerns will be reported to the student welfare officer and escalated as appropriate.

This cyclical approach of challenging, supporting and reporting seeks not only to tackle each individual discrimination and/or bullying incident but also to prevent future incidents by responding appropriately.

Many incidents of discrimination and bullying go unchallenged. LIYSF staff must make it clear that incidents of discrimination and bullying are always unacceptable, and leaders will ensure that all staff members understand it is their shared responsibility to challenge discrimination and bullying.

### 8.1. ANTI-RACISM

At LIYSF we will not tolerate racism, anyone found to be acting disrespectfully will have action taken against them. We challenge our policies, practices and attitudes, including those of our partners, attending students and lecturers. If we see racism, we will not be quiet, we will stand up and take action.

### 8.2. SUPPORTING LGBT+ PARTICIPANTS

An important aspect of creating an inclusive environment is the support offered to LGBT+ participants. Many LGBT+ participants before attending LIYSF do not feel supported and many report that they do not have an adult at school with whom to talk about being LGBT+. This can impact on the mental health and wellbeing of students, and it is therefore important that LIYSF staff members offer support as needed. For many, coming out as lesbian, gay, bisexual, trans or non-binary is a joyful liberation into full selfhood. However, for others it can become a lens through which other issues of personal non-acceptance are magnified. Supporting participants struggling to feel at home within themselves requires careful discernment and caring wisdom.

If participants come out or have questions and confusion about their sexuality or gender identity, they will be offered appropriate care and support. LIYSF will make sure that participants know who they can talk to about issues related to their gender identity and sexual orientation whilst at LIYSF. They will be supported to

approach national and international helplines/organisations that can help provide support over a longer period once the summer camp ends. There is also additional information within the separate trans, gender identity and gender expression policy that should be read.

### **Useful websites**

- Dept for Education Anti-Bullying information  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- www.kidscape.org.uk
- www.bullying.org
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- www.bullyfreezone.co.uk
- www.bullying.co.uk
- www.beatbullying.org
- Childnet International - <https://www.childnet.com/>
- EACH (Educational Action Challenging Homophobia) - <https://each.education/>