

# Millais School



## Anti Bullying Policy January 2024

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

### Statement of Intent

Millais School is committed to providing and fostering a caring, friendly and safe environment for all of our students so that they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should feel able to tell someone and know that incidents will be dealt with promptly and effectively. We are committed to ensuring that our students are taught the importance of values, moral purpose and character allowing them to play a positive and influential role in ensuring all students feel safe. This means that anyone who knows that bullying is happening is invited to tell any member of the teaching or support staff.

This policy focuses on: what is bullying, helpful tips for students, information for parents and the school's response to bullying. Please read all sections, as they may be useful to you. The aims of the policy are:

- a) to highlight the need to provide a school environment where **bullying is not tolerated** by any members of the community and that **students feel safe to tell someone**, whether another child or an adult, if they are being bullied.
- b) to promote an **anti-bullying culture** through the academic and pastoral curriculum and to encourage all members of the school to act with tolerance, courtesy and consideration to others at all times in accordance with the Equality Act 2010.
- c) to reflect a positive approach to supporting students to choose to be a good friend and show kindness.
- d) to encourage shared ownership of 'how we should be with each other' by Staff, Parents, Students and the wider community to reflect our school community.
- e) to ensure the whole school is clear about the anti-bullying stance the school takes, that students, as well as staff and other members of the school are fully engaged in developing and reviewing anti-bullying work in the school.
- f) to educate all students to ensure they are clear about the roles they can take in preventing bullying, including the role of bystanders.

### 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.

Students who are bullying need to learn about the impact their choice of behaviour is having and how to behave differently in future.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### What is Bullying?

The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or online.

### Bullying takes many forms, but the main types are:

- **Verbal** Includes name-calling, threatening, teasing, saying nasty or rude things to someone.
- **Emotional / Psychological** Includes spreading lies about someone, playing nasty jokes or excluding people.
- **Cyber / Online** Includes hurtful comments / messages / posts / words that exclude others on purpose, spreading nasty gossip and imitating others online
- **Physical** Includes hitting, kicking, tripping, pushing or purposefully damaging other people's property.

- **Homophobic** Because of, or focusing on the issue of sexuality and gender issues.
- **Racist** Racial taunts, graffiti, gestures.
- **Sexual** Unwanted physical contact or sexually abusive comments.

**Bullying can be** (any of these, many of these) :

- Persistent
- Intimidating, stressful
- Pre-meditated
- Intentional
- Demoralising
- Humiliating, demeaning, threatening
- The use of a superior position of strength to intimidate
- A process designed to lower self esteem

**Bullying can include the following acts :**

- Name calling
- Physical violence
- Demands for money or possessions
- Hiding, taking or damaging someone's possessions
- Being pressured to do something you do not want to do e.g. another child's homework
- Threatening behaviour
- Spreading nasty or false rumours
- Deliberately leaving people out or not talking to them
- Teasing, mocking or tormenting a person about their social class, race, religion, gender, sexual orientation, disabilities, personal experience, school performance, possessions
- Being sent unpleasant notes or text messages or being made the subject of graffiti
- Being touched against your will
- Cyber bullying – inappropriate text and e-mailing; sending offensive or degrading images by phone or via the internet
- Bullying of minority groups

**PROCEDURES**

1. Bullying incidents must be reported to members of staff.
  2. Students are encouraged to speak to a trusted adult; their Tutor or a member of their Pastoral Team.
  3. We have an online form available for all students to access and paper versions too.  
[LINK TO REPORTING FORM](#)
  4. Parents can also report bullying via the 'Contact Us' button on the website, selecting 'Pastoral' from the menu.
  5. Incidents are promptly and carefully investigated, witnesses are spoken to and statements are taken.
  6. A restorative approach is taken - if appropriate and all parties agree, the bully faces the victim, apologises for their behaviour and assures them that the behaviour will not be repeated.
  7. Sanctions are applied as necessary (see 'Information for Students about Bullying ', below).
  8. The bullying incident is recorded on the student's profile (each student's statement and final incident report will be recorded on their own profile) and on the Anti Bullying Spreadsheet.
  9. The situation is discreetly monitored for a period of time.
  10. The incident is revisited after a period of monitoring to ensure there are no further problems.
- 
- The anti-bullying policy applies to all students on site and to students when they are travelling to or from the school.
  - It also applies when a student is taking part in any school - related activity that may be beyond the school gates.
  - The policy will be implemented when bullying is reported to the school and after any necessary investigation.
  
  - Parents are advised that the Police is the relevant point of contact for any threatening situations during weekends, evenings or holidays.

## INFORMATION FOR STUDENTS ABOUT BULLYING

### What should I do if bullying is taking place?

- If you are being bullied or you know someone else is being bullied you should **TELL SOMEONE**. [LINK TO REPORTING FORM](#)
- If you are being bullied, and you feel able to, tell the bully to stop and that you dislike their behaviour.
- Report it via the form.
- Tell your parents and, in school, tell your form tutor, any other adult that you trust or one of the Anti-bullying Ambassadors.
- If the person you want to tell is very busy, ask them when they can see you and spend some time with you.
- Email your Year Group Pastoral Team – eg. Year10Pastoral@millais.org.uk
- Always walk away from any dangerous situations and GET HELP.

Below is a picture of the different roles involved in Bullying, this might help you to report the incident. Can you help identify the different roles? We use the same language in our reporting forms too.



### You can help stop bullying by:

- Being friendly towards people you know are being bullied, including them in discussions, games, break times and lunch times.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on. Not joining in.
- Letting an adult know if you see someone else being bullied.

**What will happen if you are found bullying other people?**

In every case the incident will be taken seriously and the responses can include some or *all* of the following:

- You will have to explain your behaviour to a member of staff.
- An account of what you have done will be written down and you will have to sign a copy.
- Your parents will be informed of the incident and may be invited into school to discuss the matter.
- Your Director of Year will keep a record of the incident.
- You will have to apologise to the person you bullied.
- You will have to replace or repair any possessions you damaged.
- You will have to do something to improve things for the person you bullied.

**Depending on the severity of the bullying incident, you have been involved in, one or a combination of the following will apply:**

- You will be issued a Bullying Warning on Bromcom and may be placed in a detention.
- You may be placed on weekly report to your Director of Year
- You may be asked to sign a contract detailing your apology and desire not to repeat your actions.
- You may have to sign your phone into reception for a fixed period of time if the incident uses any form of social media or digital platforms
- You will undergo a series of sessions reflecting on your actions.
- Those who persistently offend may be internally isolated or suspended from school for a fixed term or permanently.
- You may have to explain your actions to the police if you assault another student.

*The way to make bullying stop is to **TELL** someone it is happening. It is **NOT** 'snaking' or 'grassing'; it is finding an answer to a problem.*

(An edited version of this section can be found in student ELRs and on each year group Teams noticeboard)

## INFORMATION ABOUT BULLYING FOR PARENTS

Here are some useful things to look out for in victims of bullying.

- Regularly feeling sick or unwell in the mornings
- Reluctance to make the journey to and from school
- Money or possessions going missing
- Clothes or school bag torn
- Wanting extra pocket money for no particular reason
- Unexplained cuts and bruises
- Taking different routes to school
- Unexplained behaviour changes e.g. moody, bad tempered, tearful
- Unhappiness
- Nightmares
- Not wanting to leave the house
- Reluctance to talk openly about school friends and breaktimes

### What should I do if I think my child is being bullied?

- Calmly talk with your child about their experience.
- Make a note of what your child says – particularly who was said to be involved, how often the bullying has occurred, where it happened, and what has happened.
- Reassure your child that they have done the right thing in telling you about the bullying and that there is nothing wrong with them.
- Encourage your child to report any incidents of bullying to the school immediately. You can access our online form from any device. [LINK TO REPORTING FORM](#)
- If your child is reluctant to do so, please contact the school using the contact us button on the website – selecting 'Pastoral' (see below).

PASTORAL: Tutor Group issues, concerns at home, student friendship concerns, uniform, persistent pastoral concerns


### We can only do something if we know there is a problem

- Be sure to tell us your child's full name and tutor group on the form when prompted. Use the Message section to briefly outline the issue your child is experiencing.
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature.
- Should you contact the school we will offer as much help and support as we can. The school can only support if it is aware there is a problem.



**What should I do if my child is bullying other children?**

Many children may be involved in bullying others at some time or another. Often parents are not aware that their child is involved in bullying and may find it difficult to accept that their child could be involved. Therefore, here are a few suggestions to help.

- Talk with your child. Explain that what they are doing is unacceptable behaviour and makes other children unhappy.
- Discourage other members of the family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Contact the school using the contact us button on the website – selecting ‘Pastoral’ It looks like this:  PASTORAL: Tutor Group issues, concerns at home, student friendship concerns, uniform, persistent pastoral concerns
- Once in direct contact explain to the teacher the problems your child is facing. Discuss with the teacher how you and the school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.

## THE SCHOOL'S RESPONSE

The named contact for anti-bullying is: **Chantal Warwick** (Assistant Headteacher) who works with the five Year Group Pastoral Teams. Together they make up the Anti Bullying Team for each year group.

- All staff will praise and encourage co-operative, caring behaviour.
- We will promote positive relationships by showing, through our own behaviour, that it is better for everyone to respect and care for each other.
- We will promote an environment where children feel accepted and valued.
- We will promote anti-bullying strategies across the academic and pastoral curriculum and there is a specific focus within the Personal Development Curriculum.

Every year, we will also deliver the resources provided to us by a variety of charities/organisations across all year groups. We will also respond to national agendas and issues surrounding current events throughout the year where appropriate, for example, anti-bullying week and Safer Internet Day.

- Staff will treat all allegations of bullying seriously and will investigate each incident.
- Incident reports and subsequent information will be triaged and investigated by the Anti Bullying Team.
- Our Directors of Year/Directors of Learning work closely as a team and can monitor and track incidents occurring with students across year groups.
- Every effort is made to ensure that any sanctions are fair and appropriate and that they are applied in a non-humiliating, non-bullying way.
- Staff will watch for signs of distress in students. This might show itself as deterioration of work, late arrival for lessons, hanging back when the lesson is over, regular 'illnesses', isolation, wanting to be with adults rather than peers.
- If a student reports a bullying incident then it is preferable that they are seen in private and listened to away from other students. (Making sure that Child Protection procedures are adhered to.) See Child Protection Policy.
- We will use school assemblies to promote this anti-bullying policy.
- Where appropriate teachers incorporate the anti-bullying message into their teaching.
- We will develop and support a student-led, peer-support approach (currently the Diana Trust Anti-Bullying Ambassadors) as this has been identified as a highly effective antibullying strategy.
- Staff in school and/or specialist counsellors will counsel children who are identified as 'victims'. They will also be offered training in assertiveness and how to deal with bullies. The Student Support Team is available to chat with students in confidence during break and lunch times.
- Staff should look for ways to encourage and praise students who care for and help others.

- Staff will be given opportunities for training in ways to deal with students who bully and those being bullied. Knowledge gained will be disseminated to all staff.
- All lunchtime supervisors will be invited to attend training sessions on anti-bullying strategies.
- An edited version of this policy will be issued to parents and guardians of every child attending Millais School via the MCAS app.
- This policy can be found on the school website.
- A revised addition of the anti-bullying statement will be displayed prominently on every tutor noticeboard.
- The school anti-bullying policy will be monitored.

### **Out of School incidents**

The school encourages parents to let them know of any out of school incidents, so that the situation in the school can be monitored. However, incidents out of school time where the school would not have jurisdiction cannot be dealt with by the school. The school does pass on concerns to parents of any children involved and will liaise with the police where the matter has been referred by parents to them. However, there are occasions, as specified in the Behaviour policy, when the school does hold jurisdiction, despite an incident being out of school times. In these instances any incident will be dealt with in line with this policy and the behaviour policy.

### **Deciding the sanction that applies**

When an incident occurs, the outcome will be set by the relevant member of staff in line with this policy and the school behaviour policy.

Each incident needs investigation before a decision can be made. This may be because it is a reported concern without direct evidence as yet and/or because student accounts are at variance with other reports. In these instances, the following general procedure is followed:

1. students concerned are asked to give an account and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies
2. any witnesses will be asked for their account; this will include students and staff. Where possible, witnesses who are neutral i.e. not part of involved students' friendship groups, will be used.
3. Any camera footage of the area at the time will be viewed
4. A decision will be made as to the likely pattern of events based on the evidence collected.

The school will make the final decision of the sanction that applies in any situation; this is its responsibility. Any decision is not subject to parental/carers approval, though the school would make every effort for parents/carers to understand the reasons behind its decision and how this complies with its behaviour policy.

The school will not accept that any individual student should be exempt from school sanctions. All students must comply with sanctions set by the school.

## Dealing with incidents of Bullying Behaviours Our Approach

- **Educational Emphasis:** Prioritising the educational aspect of our Anti-Bullying initiative, we focus on imparting knowledge about the detrimental impact of bullying behaviors among students.
- **Avoiding Labels:** During comprehensive staff training, which includes the Governing Body, we stress the importance of refraining from categorising students as 'bullies'. Instead, we acknowledge that instances of intentional, hurtful, or repetitive behavior stem from errors in judgment and a series of poor choices.
- **Initial Intervention:** Our approach involves initiating consequences aimed at re-educating and fostering introspection among the students engaged in bullying behavior. This aims to prompt a realisation and change in their actions. Our key partners in this are Action Your Potential whose tailored intervention proves invaluable for students exhibiting unkind behaviour and creates a supportive environment for those who have been targeted.
- **Escalation of Consequences:** If the behaviour persists despite initial interventions, we implement more severe consequences. This includes internal isolation or external suspension as significant sanctions. In cases where social media is used for perpetrating hurtful behaviour, a mobile phone contract is established. This contract dictates that students must deposit their phones at reception each morning and retrieve them only at 3 pm.
- **Individualised Approach:** Each bullying case that has reached an escalation of consequence, triggers the creation of a personalised Millais Anti-Social Behaviour document. This document is tailored for the specific case and involves signatures from the student(s), their parents, and their assigned Director of Year. The Director of Year maintains oversight of the student until it is deemed unnecessary to continue the contract. This approach ensures a targeted and specific response to each incident of bullying.

## Dealing with incidents of Bullying Behaviours : Weekly Actions & Outcomes

Addressing bullying and friendship issues within a school environment requires a structured and sensitive approach. Here's a checklist that outlines steps for dealing with students who have been targeted in friendship or bullying issues:

- **Initial Assessment (Week 1):**
  - Meet individually with the targeted student(s) to understand their perspective and gather details about the incidents.
  - Listen empathetically without placing blame or judgment on the student(s).
  - Document specific instances, including dates, times, locations, and witnesses if available.

- Assure the student(s) that the school takes such matters seriously and is committed to ensuring a safe environment.
- **Parent/Guardian Communication (Week 1):**
  - Contact the parents or guardians of the targeted student(s) to inform them about the situation.
  - Seek their input, update them on the school's actions, and discuss strategies for support at home.
- **Mediation or Conflict Resolution (Week 2-3):**
  - If suitable and with consent from both parties, facilitate a mediated conversation between the students involved, with a trained mediator present (AYP).
  - Focus on understanding perspectives, empathetic listening, and developing mutual respect.
- **Implement Supportive Interventions (Week 2-4):**
  - Provide counselling or mental health support for the targeted student(s) to help cope with emotional impacts.
  - Conduct classroom discussions or workshops about empathy, kindness, and healthy relationships to raise awareness among students.
- **Ongoing Monitoring and Check-ins (Week 4, Week 6):**
  - Conduct check-ins with the targeted student(s) to evaluate the situation's progress.
  - Continue to monitor the social interactions and behaviours of involved students.
  - Adjust strategies or interventions if necessary based on the check-in assessments.
- **Consequences for Inappropriate Behaviour (Ongoing):**
  - Clearly communicate and enforce disciplinary actions or consequences for any student(s) engaged in bullying or unkind behavior.
  - Emphasise the school's policies against bullying and reiterate that breaking friendships never justifies such behaviour.

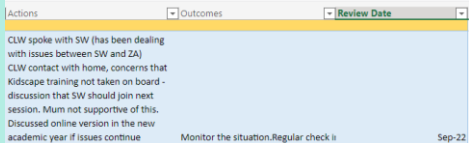
Regarding dealing with inappropriate behaviour and follow-up:

- Reiterate a zero-tolerance policy for bullying and unkind behaviour, ensuring that students understand the severity of their actions.
- Continue to monitor the situation beyond the initial weeks, providing support and consequences as needed.
- Regularly update parents/carers about the school's actions and progress in handling the situation.

Consistency, communication, and collaboration between school administration, teachers, parents, and students are crucial in effectively handling friendship and bullying issues within a school community.

## Dealing with incidents of Bullying Behaviours Checklist for Pastoral Teams

The initial report form will give you a starting point for the investigation ...

Investigation Checklist...	C
Check the <b>Bullying Incident Report Form</b> twice a week eg. Monday / Wednesday	
Reports may come-in on paper too – (LRC/Hub) <i>Please make sure that all reports are transferred to the digital version to enable tracking and monitoring</i>	
Meet with the student who made the report, what support do they need?	
Identify list of names from the report and gather student written statement of all involved – perpetrators/targets/supporters/bystanders/upstanders	
Try to identify the roles of the named students within the context of what was reported	
Gather statements from any other students named – non-judgmental, helping us with our enquiries...	
Review the statements and generate list of timeline of the incident – who did what, where, how	
Rate severity of the situation – see below	
<p><b>Low</b></p> <p>Students are likely to respond positively to face to face mediation</p> <ol style="list-style-type: none"> <li>1. Arrange separate meeting with students involved and explain findings</li> <li>2. Discuss why the incident is considered bullying (imbalance of power / repeated behaviour / racist / gender / Cyber etc versus friendship fall out / one off incident)</li> <li>3. If successful, list the Actions and Outcomes and put a review date (about 4 weeks) on the <b>Bullying Incident Form</b> The last 3 columns of the spreadsheet and look like this... Please put the day's date in the columns too.</li> </ol> 	
<p><b>Medium</b></p> <p>Students are not likely to respond to mediation but are able to take on board the advice given and stick to the following</p> <ol style="list-style-type: none"> <li>1. Understand how our behaviour impacts on others and can make others feel uncomfortable – knowing this needs to stop.</li> <li>2. Now that we have investigated this, the previous behaviour stops – repeating the same thing means that it goes straight to High.</li> <li>3. If <b>any</b> aspect of cyber bullying is involved – anything that involved a phone. Then students must sign <b>Anti Cyberbullying Contract</b> and hand phone into reception for agreed period of time.</li> <li>4. If successful, list the Actions and Outcomes and put a review date (about 6 weeks) on the <b>Bullying Incident Form</b> see example above.</li> </ol>	
<p><b>High</b></p> <p>Students do not show remorse or understanding of the impact of their behaviour</p> <p>Action to SLT</p> <p>Please update any actions / outcomes you have completed so far on the <b>Bullying Incident Form</b> see example above.</p>	

## Frequently Asked Questions (FAQ)

### **What happens if you can't prove, without any doubt, what happened in a given incident?**

We do not need to do so. Schools are expected to take into account the “balance of probability” as to what has happened, rather than the requirement to prove something “beyond all reasonable doubt” as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision.

### **What happens if the school and a parent/carer disagree about the way to respond to an incident?**

The vast majority of parents/carers are very supportive of the school stance, understanding that the school is a large and complex organisation with over 1500 students who all come from a range of home backgrounds with the subtle differences that make every family dynamic unique.

We can not promise that our values and judgements will automatically reflect an individual parent's/carer's views – though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and – if necessary - will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction.

### **Can I refuse a sanction set for my child?**

No. The school is legally entitled to set and impose permitted sanctions, and does not require parent/carer permission to do so. However, if you feel that there is evidence that the school has not considered in making this decision, then we would encourage you to contact the school.

### **What do I do if my child is upset by being given a school sanction?**

It is very easy to become upset when your child is upset, and to act upon the information that they give you without knowing the full story.

We would recommend that you talk to your child and try to find out what is at the root of their upset. Often, it is worry about your reactions or your disappointment in them.

If children are upset that they have a sanction because they feel they have let themselves or you down, then that is a great credit to them – and makes it more likely that any misbehaviour is a “one off”.

If your child is saying that the sanction is unfair, see if they can explain why. As an adult, you may be able to give them the wider perspective that children sometimes

lack. However, if you think that what your child is saying doesn't sound right, then the best thing to do is to contact the school to check whether you have the full picture.

We would strongly recommend that you ask for clarification first, rather than going solely on what your child says to you. Children can be prone to selecting the bits that soften a loved one's anger with them – and this can give you a misleading picture of the situation!

However, there are also occasions when we haven't got the full context of the situation; your help in giving us this extra information means we can make sure we are being as fair as possible to any children involved.

**Does my child being given a sanction mean that the school will then view them as a problem or failure?**

No. In the same way that parents/carers will pick up on misbehaviour at home, the school picks up misbehaviour at school. We all know that children will test the boundaries, make some poor decisions or let their emotions rule their response on occasion. Growing up and developing the skills to cope successfully with adult life is about learning from these mistakes.

However, where children don't learn from the advice given at home or school, and keep on making the same mistakes, then this will become a more serious concern. The school will then talk to parents/carers about different ways to try to resolve the issues identified.

**Does my child being given a sanction mean that parents/carers are at fault?**

No. There are very rare cases when a child carries out instructions given by a parent/carer which puts the child into a position where the child is in conflict with the school ethos. In these situations, the parents/carers are compounding their child's difficulties. However, the vast majority of misbehaviours are not in this category – but result from the child deciding on a course of action that parents/carers would not condone (and the child knows it too!).

**What can parents/carers do to reinforce any sanction given by the school?**

Parents/carers have a huge influence on how their children react to any sanctions given; the messages given by parents/carers at home are very important in terms of the effectiveness of any sanction. Parents'/carers' discussions with their child about the better way to handle a situation, the rationale behind the school's response (plus any sanctions you feel appropriate) are enormously helpful and supportive of your child's good behaviour at school.

**Do I have the right to be present if my child is seen by the Headteacher?**

No. Parents/carers do not have the right to be present in discussions between any member of staff and a student, including the Headteacher. However, the school will often invite parents/carers to join a discussion of concern, or to review progress where issues have been identified and an action plan put into place.



**What can I do if I believe that the school's response to an incident is unfair or unreasonable?**

As always, if you feel an approach is unfair or unreasonable, then you can write to the Headteacher and/or Governing Body asking for a review of the policy.

If you think the sanction given for a particular incident is unfair eg not in line with stated school policy, then you can use the informal or formal complaints procedure to make your case.

## Further sources of information

### Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children

### Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act

2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school The Equality Act 2010

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing 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.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

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

### Cyber-bullying and online safety

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Internet Matters:** provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## **LGBTQ+**

**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying EACH: (Educational Action Challenging Homophobia): provides a national free phone.

**Actionline** for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

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

## **SEND**

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

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

Cyber bullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice. Anti-bullying Alliance SEND programme of resources: Advice provided by the Antibullying Alliance for school staff and parents on issues related to SEND and bullying. Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

**MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health

problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

**PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues

### **Race, religion and nationality**

**Anne Frank Trust:** Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues. *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*

### **Sexual harassment and sexual bullying**

**Ending Violence Against Women and Girls (EVAW):** A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body:** a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Anti-Bullying Policy

The Anti-Bullying Policy has been re-written as part of the School’s work with the Anti-Bullying Alliance starting in January 2022. We are part of the United Against Bullying Programme.

Students

2. Upon whom will this impact?

The Anti-Bullying Policy will positively impact on the school community as it clarifies our stance on Bullying behaviours and clearly identifies how we as a school will deal with reported incidents.

3. How would the work impact upon groups; are they included and considered?

<b>The Equality Strands</b>	Negative impact	Positive impact	No impact
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, faith or belief		√	
Sexual orientation		√	
Transgender		√	
Age <small>(N/A to pre-school and school children)</small>		√	
Rurality		√	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		√	
Gender		√	
Disability		√	
Religion, Faith or belief		√	
Sexual Orientation		√	
Transgender		√	
Age		√	
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Chantal Warwick, Assistant Headteacher January 2023.

Comment by Headteacher: