



# Anti Bullying Policy 2024-2025

**Approved by:** Greg Holden (Principal)

**Date:** September 2024

**Review date:** September 2025

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## INTRODUCTION

Milverton Education (the School) is committed to providing the best possible care and education to its pupils, including sustaining a safe, positive and inclusive environment. We are very aware of the overwhelming impact bullying can have on individuals in childhood, which can cause long-term effects into adulthood. Due to the seriousness of this we make every effort to establish we offer our pupils an education that is free from bullying and nurtures respect for all.

The School ensures our commitment to creating a safe, positive and inclusive environment for children and young people is consistent with the Department for Education's approach to anti-bullying as outlined in [Preventing and Tackling Bullying \(2017\)](#) and [Keeping Children Safe in Education \(2023\)](#)

## PURPOSE OF THIS POLICY

The purpose of this policy is to provide help and guidance so that we act prudently to ensure all pupils are able to learn in a safe environment free from any form of bullying.

This policy aims to:

- Provide all members of staff with the necessary information to enable them to promote positive relationships and respond effectively to all forms of bullying behaviour;
- Seek the involvement of all members of the School in continuing the development of social behaviour and emotional literacy which supports the growth of a positive ethos;
- Ensure consistent good practice;
- Demonstrate our commitment with regard to reducing and wherever possible, preventing instances of any form of bullying behaviour within the School;
- Ensure systems are in place to care for and support those involved in bullying behaviour, as well as ensuring children and young people feel confident and safe to report incidents, with the knowledge that reports will be dealt with promptly and effectively;
- Ensure that there is an effective system of recording incidents of bullying behaviour and prejudice-based bullying within our organisation;
- Use information concerning bullying incidents to monitor and evaluate the effectiveness of this policy;
- Ensure parents feel confident that we will take any complaint about bullying seriously and resolve the issue in a way that protects the child.

## **RECOGNISING BULLYING**

Everyone at the School has a role in ensuring the effectiveness of this policy, to help with this we have provided clear definitions of bullying behaviour:

### **BULLYING BEHAVIOUR**

In line with the guidance from the UK Government, we define bullying as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ Examples of bullying include but are not limited to:

- Being called names, teased, put down or threatened
- Being ignored, left out or having rumours spread about you
- Receiving abusive messages on social media or any other means of electronic communication
- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

Bullying behaviour can harm people physically and/or emotionally and encompasses both behaviour and its impact on the individual affected. Although the actual behaviour may not be repeated over time, the threat of being bullied may be sustained over time. Typically this is carried out via actions such as electronic messages and communications, confrontations and the fear of these. It should be noted that bullying encompasses both behaviour and its impact on the individual affected.

### **TYPES OF BULLYING,**

- Emotional: Being unfriendly, excluding, tormenting others
- Cyber-bullying: Bullying or harassment that takes place online, such as through social networking sites, messaging apps, chat rooms or on gaming sites (see further explanation below)
- Direct or indirect verbal: Name-calling, taunting, sarcasm, spreading rumours, teasing, ridicule and shunning
- Physical: Hitting, kicking, pushing, taking another’s belongings, any use of violence, causing injury, damage to another’s property
- Racial: Racial taunts, graffiti, gestures
- Sexual: Explicit sexual remarks, display or sharing of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

- Other discriminatory: any discriminatory comments relating to aspects of someone's identity, including homophobia and sexism

## **PREJUDICE-BASED BULLYING**

Prejudice-based bullying is when bullying behaviour is motivated by prejudice. This can be based on any characteristic unique to a child or young person's identity or circumstance for example on grounds of race, religion, gender, sexual orientation, special education needs, disabilities, or because a child or young person is adopted, is in care or has caring responsibilities.

Some of these characteristics are protected by law, as set out in The Equality Act 2010 it is unlawful to discriminate against a person because of the following personal characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race (including colour, ethnic/national origin or nationality)
- Sex
- Religion or belief (covers any religion, religious or non-religious beliefs)
- Sexual orientation

## **CYBERBULLYING**

The rapid development of technology has provided a new medium for 'virtual' bullying, which can occur inside or outside of the School. Cyberbullying is the same bullying, as defined above, but it takes place online, often via social networking sites and online gaming platforms. An individual can be called names, threatened and have rumours spread about them online too.

As the sole medium of learning at the School is online coupled with this also being the main medium of communication within the School, there is an increased risk of cyberbullying. Due to this the School recognises that this policy should include advice on cyberbullying specifically. The School is committed to:

- Supporting children and young people to use electronic technology and the internet safely and responsibly;
- Helping children and young people understand the implications and potential criminality of displaying bullying behaviour and or images via social media or

electronic communication;

- Providing education and support to children and young people on what to do if they experience bullying behaviour online;
- Remaining up to date with the latest changes and trends of how digital technology is being used by young people in order to provide relevant support;
- Continue to support and educate parents and carers on the risks and hazards of different online platforms and behaviours by presenting platform specific information.

## **PREVENTION**

Bullying will never be tolerated or passed off as ‘a joke’, ‘part of growing up’ or any similar reasoning. At Milverton we encourage students to be alert to any potential incidents of bullying and be alert to the fact that an individual's words or actions can have a detrimental effect on other students. This involves students knowing how inappropriate words and actions may affect a young person in their context. It also involves our staff consistently promoting our school values and modeling appropriate behaviour.

Students are routinely taught and reinforced ‘anti-bullying’ through,

- Assemblies (both whole school and year group) promotion of inclusive values, promotion of campaigns like anti-bullying week and other appropriate messages.
- Mentoring sessions guide students on how to respond as a possible victim, witness, or bystander, encouraging students to speak up.
- Wellbeing Lessons across all year groups where individuality is celebrated and discussed.
- Other curriculum lessons and opportunities where constructive relationships and communication are modelled and discussed
- Student voice to gather feedback from students on issues such as welfare and bullying.
- Responses to incidents – consequences, restorative work, applying the Behaviour Policy.

## **RESPONSIBILITIES**

### **LEADERSHIP TEAM**

The Principal, Heads of Departments and Designated Safeguarding Lead are required to

ensure this policy is implemented, embedded and maintained to ensure a positive, safe and inclusive environment at the School. The role of the leadership team includes:

- Embedding this policy through training and monitoring;
- Providing advice to teachers and other staff;
- Working in partnership with external organisations to support the prevention and reduction of bullying behaviour and prejudice-based bullying;
- Providing clear guidelines on the reporting and recording of incidents;
- Communicating with parents and carers promptly regarding any concerns or allegations of bullying;
- Ensuring the policy is implemented and communicated to everyone at the school;
- Ensuring staff are fully aware of the importance of the policy and create an atmosphere of respect and positive relationships and a culture where bullying behaviour is not accepted;
- Helping to build the capacity of young people to understand and challenge all forms of bullying behaviour through the curriculum and related activities.
- Regularly review the policy to take into account new developments in technology and or legislation.

## **STAFF**

As frontline members at the School our staff, in particular our teachers, play a fundamental role in ensuring a positive, safe and inclusive environment. Teachers are present in our virtual classrooms giving them the most 'face-to-face' time with the pupils which gives them the biggest opportunity to uphold the policy. With this in mind the role of staff at the School includes::

- Contributing to a positive ethos through modelling appropriate behaviour online (and offline) and actively supporting and celebrating diversity;
- Being aware of the policy and understand the procedures for managing incidents and supporting pupils who have been involved in bullying incidents;
- Keeping relevant colleagues informed of significant information concerning individual pupils as appropriate;
- Acting promptly and effectively with all allegations of bullying;
- Promoting appropriate, responsible and positive use of digital technologies as an integral part of maintaining positive relationships;
- Helping to build the capacity of young people to understand and challenge all forms of bullying behaviour through the curriculum and related activities.

## **PUPILS**

Our pupils have an important role in ensuring the School can act promptly and effectively with all allegations of bullying. With more pupils feeling safe and confident to report any concerns of bullying behaviour, this is more likely to deter individuals from participating in these actions. Pupils can help to uphold the policy by:

- Continuing to learn about and develop positive relationships and attitudes to challenge any bullying behaviour when they feel safe and confident to do so;
- Telling a trusted person if they have worries or concerns about bullying;
- Keeping themselves and others safe with the support of adults, if needed;
- Actively engaging in learning about all types of bullying behaviour;
- Engaging in safe, responsible use of school platforms, social media, gaming platforms and digital technologies such as smartphones, tablets and computers to build a clear understanding of how we should act online.

## **PARENTS, CARERS AND FAMILIES**

In this context, the term *parents* is defined as anyone in the child's family who has a caring responsibility. In line with the Department for Education's guidance for parents who opt for elective home education, parents are responsible for the outcomes experienced and achieved by the pupil. By enrolling their child as a pupil at the School, parents agree to:

- Continue to promote and model positive social skills and emotional literacy for their child;
- Encourage and model safe, respectful and responsible use of online platforms and digital technologies;
- Communicate respectfully with the School regarding any concerns or allegations of bullying.

In reading this policy parents should be clear that the School does not tolerate bullying and are aware of the procedures to follow if they feel their child is being bullied.

## **MANAGING INCIDENTS OF BULLYING**

The School aims to ensure that individual incidences of bullying will be dealt with consistently and in a constructive and fair manner. It is the role of the School staff to:

- Listen
- Explore thoughts and feelings
- Explore the impact of any bullying behaviour
- Help the pupil feel safer

All staff should be aware of the policy and can also make themselves aware of the Department for Education's approach to anti-bullying as outlined in *Preventing and Tackling Bullying* (2017) and *Keeping Children Safe in Education* (2020).

Senior Leaders and staff are best placed to decide how best to respond to the particular issues affecting the pupils who attend the school. As part of this the recording and monitoring of any instances of bullying behaviour is essential to enable the school to self-evaluate impact in relation to:

- Monitoring responses to incidents and the follow-up of these;
- Identifying any recurrence of incidents and patterns of behaviour;
- Monitoring and evaluating the effectiveness of the policy;
- Identifying future training needs.

To ensure consistency, the School will ensure that any incidents of bullying are recorded and kept in the same secure folder. Teachers will be required to report incidents and Senior Leaders will investigate based on the information provided by pupils, teachers, parents and carers.

## **PROCEDURE**

For every incident of alleged bullying behaviour the following procedure will be followed to ensure consistency and fairness:

1. When the alleged incident of bullying behaviour is reported, it will be taken seriously. The person making the allegation whether this is the pupil experiencing bullying, a witness, a teacher, a parent or carer, will be reminded of the definition of bullying



and supported throughout the procedure. At this stage the basic details of the incident will be recorded.

2. If the alleged incident cannot be dealt with effectively 'there and then' and requires further investigation, the Senior Leadership team will confirm and relay to the person making the allegation who from the team will undertake the investigation.
3. Where further investigation is being undertaken, parents and carers of those directly involved in an alleged incident will be contacted and updated by the person undertaking the investigation.
4. Any incident will be investigated promptly by a member of Senior Leadership and a decision will be made based on the evidence as to whether bullying behaviour occurred or not. Where an incident of bullying behaviour is found to have occurred, the outcome of the investigation will indicate one or more of the following:
  - a. Bullying behaviour/Prejudice-based behaviour
  - b. Racial incident
  - c. Behaviour but no impact
  - d. Perceived bullying behaviour where there is no evidence
5. All outcomes (A-D) will be recorded, outcomes A and B will be dealt with as such and recorded under these titles. Where option C is the outcome, the behaviour will be dealt with in line with the School's behaviour policy. In the event of outcome D, support will be offered to the individual(s) making the allegation and details will be recorded in the pastoral notes.
6. With the outcomes (A-D) concluded, this will be communicated clearly with the individuals involved and their families.

## **POLICY DEVELOPMENT AND REVIEW**

This procedure is designed to set good practice standards. However, the School recognises that best practice develops over time and, as such, will update it regularly in the light of experience and as a result of changes in legislation or its own internal organisation and policies. The procedure will be subject to a comprehensive review on an annual basis.

Date Policy created:	September 2024
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Last Review Date: Reviewed by:	September 2024 Greg Holden
Next Review Date:	September 2025

**APPENDIX A: EXAMPLES OF PREJUDICE-BASED BULLYING**

**AGE**

When unwanted conduct related to age has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual

**ASYLUM SEEKERS AND REFUGEES**

Children and young people who are asylum seekers or refugees may be at greater risk of bullying behaviour directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying behaviour to go undetected and be ongoing.

**BODY IMAGE AND PHYSICAL APPEARANCE**

This can be hugely important to children and young people and it has the potential to negatively impact on their wellbeing.

**DISABLIST BULLYING**

People who display bullying behaviour towards others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour. The bullying behaviour is likely to be focused upon their specific disability or disabilities.

**GYPSY/TRAVELLERS**

This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying behaviour are especially acute for secondary school pupils. Perceived risks about bullying behaviour and parents' own experiences of discriminatory behaviour may lead to low levels of engagement and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal

education. Other Traveller families, such as Roma, may have similar concerns.

## **GENDER IDENTITY AND TRANSPHOBIC BULLYING**

The term ‘transgender’ is an umbrella term for those whose ‘gender identity’ or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual’s internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender ‘variant’ children and young people can be particularly vulnerable to bullying behaviour. This can manifest in many ways including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying behaviour as a result of a perception that a parent, relative or other significant figure is transgender.

## **INTERSECTIONALITY**

Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and people’s prejudice towards them can lead to inequality in attainment and wellbeing.

## **LOOKED AFTER CHILDREN AND YOUNG PEOPLE**

Children and young people who are looked after at home or looked after and accommodated are vulnerable to bullying behaviour for a number of reasons. It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

## **MARRIAGE/CIVIL PARTNERSHIP**

Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces,

further and higher education and in wider society.

## **RACIAL BULLYING**

Children and young people from minority ethnic groups often experience bullying behaviour based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

## **RELIGION AND BELIEF**

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying behaviour. People who have no religion or belief are also protected under the Equality Act.

## **SECTARIANISM**

Sectarianism is sometimes associated with religion. The reality of prejudice, however, means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse - whatever your beliefs may be. In Scotland for example, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

## **SEXISM AND GENDER**

Bullying behaviour in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct

bullying behaviour.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying behaviour because of the prejudice towards their perceived difference.

## **SEXUAL ORIENTATION AND HOMOPHOBIC BULLYING**

Bullying behaviour based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying behaviour may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGB parents may also experience homophobic bullying behaviour. Although homophobic bullying behaviour is distinct from sexist and transphobic bullying behaviour, it is related to these forms of bullying behaviour through underlying sexist attitudes.

## **SPECIAL EDUCATIONAL NEEDS**

An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from the learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

## **YOUNG CARERS**

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying behaviour for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

## **SOCIO-ECONOMIC PREJUDICE**

Bullying behaviour due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings and clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying behaviour towards children who endure parental substance misuse can also be prevalent.

## **APPENDIX B: INFORMATION FOR STAFF**

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Milverton Education advocates for a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships, which makes it more difficult for bullying behaviour to occur or be tolerated. Open discussions about bullying behaviour will dispel myths that bullying behaviour is inevitable or is an acceptable part of growing up, bullying behaviour is never acceptable.

Milverton Education seeks to prevent bullying behaviour by implementing effective strategies which support the principles of the Anti-Bullying Policy; in particular strategies that engage young people, parents and staff in their design, development, implementation and review.

In line with the guidance from the UK Government, we define bullying as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’. Although the actual behaviour may not be repeated over time, the threat of being bullied may be sustained over time. Typically this is carried out via actions such as electronic messages and communications, confrontations and the fear of these. It should be noted that bullying encompasses both behaviour and its impact on the individual affected.

### **PREVENTION AND RAISING AWARENESS**

The following suggestions offer a wide range of activities and approaches which can be developed and implemented to raise awareness and prevention of bullying behaviours, as well as highlighting respectful relationships throughout the School:

- Curricular activities (reading/writing stories/poems, drawing pictures, having debates, participate in role-plays)
- Poster campaigns (class pages/social media/assembly) i.e. [National Online Safety](#)
- Specific information regarding prejudice-based bullying and equalities
- Diversity weeks and equalities campaigns

- National Anti-Bullying Week
- Guest speakers
- Themed assemblies
- Buddying and mentoring
- Parent information (highlighted in open evenings/on school website)
- Having discussions about bullying behaviour and positive behaviour
- Working with anti-bullying services and campaigns

### **Creating a Culture of Respect and Openness**

Identifying a pupil who is experiencing bullying behaviour is challenging. Milverton Education is committed to continuing an atmosphere of openness and reporting. This can be done and maintained by:

- Publicising reporting procedures for everyone at the School
- Teachers raising the issue of bullying in classes and during group work discussions
- Creating opportunities for confidential communications by pupils
- Challenging the position that there can be innocent, neutral bystanders in this issue
- Using national examples/case studies to channel pupil's natural sympathy for those at the receiving end of bullying behaviour

### **POSSIBLE EVIDENCE OF BULLYING BEHAVIOUR AND INTERVENTION**

A pupil may indicate through signs or behaviour that they are at the receiving end of bullying behaviour. All staff should be aware of the possible signs that they should investigate and report if a pupil presents the following behaviour; however, it is important to note that the presentation of such behaviour may be for many other reasons:

- Afraid to attend live lessons, activities and extracurricular groups
- Begins to refuse to attend live lessons
- Changes to the young person's usual routines
- Becomes anxious, withdrawn or lacks confidence
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Has unexplained cuts, scratches or bruises
- Becomes aggressive, disruptive, ill-tempered or unreasonable
- Displays bullying behaviour towards other children or siblings

- Stops eating
- Is afraid to say what is wrong
- Provided improbable excuses for any of the above points
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when messages/communications are received

## POTENTIAL IMPACT OF BULLYING BEHAVIOUR

Being at the receiving end of bullying behaviour can have both long-term and short-term effects on an individual's physical, emotional or mental health and well-being. This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviours such as:

- **Anticipation of bullying behaviour** - For those who have been at the receiving end of bullying behaviour, the fear and anticipation of further incidents can affect a person's ability to be themselves and interact with others in a healthy fashion.
- **School attendance** - Missing school or truanting regularly can impact on levels of attainment.
- **Eating disorders** - Problems with food begin when it is used to cope in times of difficulty. Interpersonal factors or those that involve other individuals and society at large, seem to play a role in influencing the development of, and the recovery from, eating disorders such as anorexia, bulimia and binge eating disorder.
- **Low aspirations** - A constant stream of negative, destructive comments can and do drive people down and they effectively lower or change their aspirations to fit in, or start to see themselves as people with low worth - nothing meaningful to contribute and zero confidence. This contributes significantly to social exclusion and can result in the inability to foster and maintain healthy relationships.
- **Depression** - Bullying behaviour can make it hard to attend school, to go to work, to go to clubs, to get out of bed in the morning, to talk to parents, to tell friends, so the individual turns inwards to deal with it and this becomes a mental health issue.
- **Violence towards others** - It can lead to the recipient having an explosive outburst which in turn can lead to acts of violence with severe consequences.
- **Self Harm** - Bullying behaviour can cause negative thoughts which can affect mental health which, in the most extreme cases, can result in thoughts of self harm and suicide.
- **Displaying bullying behaviours** - This could be learned behaviour from the individual either having been at the receiving end of bullying behaviour previously or having witnessed it. This is why role-modelling is so important - young people who grow up hearing how parents acted towards others can impact on how young people behave towards others.



## **SUPPORTING PUPILS DIRECTLY INVOLVED IN INCIDENTS OF BULLYING**

Ensuring we support a pupil who is reporting an incident of bullying is particularly important but can feel difficult to get right, below we have provided a step by step procedure to provide guidance:

1. Remain calm and keep an open mind, your response is vitally important
2. Listen - give the child your full attention and if not immediately possible let the pupil know what they have to say to you is important. Arrange a time that is convenient to both parties to ensure full attention can be paid. All face-to-face interactions must be recorded
3. Assure the pupil that bullying behaviour is never acceptable; they deserve to feel safe in their environment and that it has taken great courage from them to come forward and talk about the situation
4. Show the pupil that you believe them and that you are taking them seriously
5. Gently encourage them to talk or type, finding out what happened, who was involved, where and when (writing it down if helpful)
6. Let the pupil speak or type without interruption as far as possible but do not be afraid to ask questions when they have finished
7. Listen - what does the pupil want you to do?
8. Keep the pupil involved and up-to-date on progress

Ensuring we support a pupil who is displaying bullying behaviour is important but it can feel challenging, below we have provided a step by step procedure to provide guidance:

1. Listen and take time to help the pupil explore and consider any underlying reason for the bullying behaviour.
2. Do not label the individual or group as a 'bully' or 'bullies'. Name the behaviour
3. Challenge the behaviour in the same way as you would with any type of challenging behaviour

4. Be prepared to address prejudicial attitudes that may be behind the bullying behaviour
5. Address what's happening behind the behaviour, even when the bullying behaviour has stopped

## STRATEGIES AND APPROACHES TO HELP

A variety of strategies and activities can be applied to situations, as appropriate to talk about, investigate and tackle bullying behaviours:

- Restorative practice
- Peer mediation
- Buddy system
- Nurture groups
- Anger management groups
- Anxiety management groups
- Mentoring
- Citizenship group
- Health and Wellbeing groups
- Assemblies
- Extra-curricular clubs/groups
- Holiday clubs

## APPENDIX C: FURTHER SOURCES OF INFORMATION

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### BULLYING

[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.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[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) offers a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): included 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.'

## **LGBT**

[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 freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[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](#): provides online resources and training to schools on bullying because of physical differences.

[Cyberbullying 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 Anti-bullying 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 e 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 school 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](#): provides 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.

## **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.