Villa Real School
together we achieve

Anti-Bullying Policy

2022

Responsibility: Jill Bowe   Date: May 2022

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 20.06.22

Date to be reviewed: May 2024

INTRODUCTION

Villa Real School is committed to providing a caring, friendly and safe establishment for all of our pupils/students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in Villa Real School. If bullying does occur, all pupils/students should be able to inform staff and be confident that incidents will be dealt with promptly and effectively.

This policy is for the whole school community and will be regularly reviewed by our focus group representing all stakeholders. This policy states our vision, principles and guidelines about bullying, the safety and welfare of our pupils/students.

The aims are:
- To prevent the occurrence of bullying
- To create a positive and safe learning environment
- To develop individuals' self-esteem and respect for others
- To have a complete and consistent method for dealing with incidents of bullying
- To resolve bullying by means of reconciliation, support, or sanctions
- All members of Villa Real School community share an understanding of what is defined as bullying
- All staff share a consistency of response
- Staff and pupils/students recognise the benefit of taking a stand against bullying
- Governors, parents/carers and other members of the local community are aware of Villa Real School's policy on bullying
- That a high level of awareness of the Anti-Bullying Policy and its aims are maintained through CPD (in-service training), PSHCE, and the wider curriculum

The prevention of bullying and the education on how to keep safe will improve the School ethos and provide an appropriate and safe learning environment where all pupils/students feel safe and secure. In relation to 'Working Together to Safeguard Children July 2018 (updated February 2019)' the main areas are:
- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

A DEFINITION OF BULLYING

Anti-Bullying Alliance definition:
'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

1. Bullying is deliberate or intentional
2. It is usually repeated
3. There is an imbalance of power between perpetrator and target

Government guidance defines it in this way:

WHAT IS BULLYING?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

CYBER BULLYING AND SEXUAL EXPLOITATION

WHAT IS CYBER BULLYING?

Cyber bullying is any form of bullying which takes place online or through your mobile phone. Social Media websites, instant messaging on MSN and gaming forums can be great fun. But what do you do when things go wrong? Cyber bullying is rife on the internet and most young people will experience it at some time.

Villa Real School need to ensure that pupils/students and parents/carers know that there is lots you can do to protect yourself in the first place, and how to get abusive material removed quickly when you see it.

The Education Inspections Act 2006 gave a school the power to discipline a pupil/student for incidents outside of a school such as cyber-bullying and the power to confiscate electronic devices such as mobile phones in such cases. If an electronic device that is prohibited by the School rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, then they must give the device to the police as soon as it is reasonably practicable.

Problems include:
- Stolen identity
- Threats
- Blackmail
- Rumours and gossip
- Abusive comments
- Inappropriate pictures

CEOP (The Child Exploitation and Online Protection Centre) investigates cases of sex abuse and grooming on the internet. Grooming is where people make friends with you and try to involve you in inappropriate activities. In the UK this behaviour is a criminal offence. Pupils/students or parents/carers can report incidents by clicking the red button on the top right hand corner of the CEOP website.

Although the Police can get information from your computer's hard drive, it's helpful if you don't delete anything you think is 'dodgy' until the Police have decided whether they need it as evidence.

BULLYING BY STEALING YOUR IDENTITY

This happens when someone either hacks into your account or pretends to be you when they set up a new account. Pupils/students need to be aware.

Try to pick an unusual password and use letters and numbers. Don't use any part of your name or email address and don't use your birth date either because that's easy for people who know you to guess. Don't let anyone see you signing in and if they do, change the password as soon as you can.

BULLYING BY SPREADING RUMOURS AND GOSSIP

The worst thing about social networking websites is that anything nasty posted about you can be seen by lots of people because it's so public and because the bullies make sure they tell everyone where to find the abuse. Posting false and malicious things about people on the internet can be harassment.

THREATS

Anyone who makes threats to you on the internet could be committing a criminal offence. It's against the law in the UK to use the phone system - which includes the internet - to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against you then its essential pupils/students tell parents/carers so that they can alert us and make a complaint to the Police. If you can't print out the threats, use the "print screen" button to take a snapshot of the computer screen and then save that in a word processing package or in your draft email folder.

BLACKMAIL

Threats have been made that their parent/carer will be told embarrassing things if they don't take part in filming themselves or removing clothes. This is an offence called "grooming" in the UK and men who have been found guilty of "grooming" have been jailed. Remember, everyone you meet on the internet is a stranger and you need to keep personal things personal to you, don't share your secrets with other people and if anyone asks you to do anything that makes you feel uncomfortable then don't do it.

Pupils/students should be told if anyone you know on the internet puts pressure on you to do things you don't want to then that's a big danger sign and you need to tell your parents/carers or an adult about it so that their behaviour can be investigated by an organisation like CEOP which looks after the safety of young people in cyber space. Even if all you know about the person is their email address the Police can still find out who they are.

ABUSIVE COMMENTS

Pupils/students need to be aware. It's tempting to have a go back if someone makes a rude posting on your web space but don't. This is called flaming and it just makes the problem worse. Abusive comments are very upsetting but the best way to deal with them is to get them removed by the website. Find out how to remove comments for social networks like Bebo, Facebook, MySpace and YouTube.

INSTANT MESSAGING

There are quite a few instant messaging systems; they're a great way to have a chat with a friend. MSN and Google are two of the best known ways to IM. But if things turn nasty you can block people from seeing you are on line and you can save abusive conversations or print them out as evidence.

INAPPROPRIATE PICTURES

Pupils/students need to be aware.
It's easy to snap off pictures on a mobile phone and upload them to the internet. Make sure that you have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet. Don't upset people and then upload their pictures for other people to have a laugh. That could be harassment. Don't digitally alter pictures of people either because what you think is funny may be offensive to other people. Don't let anyone take pictures of you that might embarrass you.

CYBERBULLYING AND THE USE OF TECHNOLOGY

Villa Real school acknowledges that the use of technology to facilitate bullying presents both educators and parents/ carers with a difficult challenge. The use of social media as a bullying tool is widely documented and will be met with a robust response from Villa Real school. We expect all students and parents/carers in no way undertake in cyberbullying activity. Parents/ carers and students should be aware that if Villa Real school is informed of cyberbullying, we reserve the right to involve community police who have the ability to download online activity even when messages have been posted and then removed. If parents/carers or students feel they are a victim of cyberbullying they should contact the school in the normal way to report such incidents.

DON'T FORGET

Nothing is secret in cyber space and something you write now might damage your job prospects in future because many employers search the internet before they take people on.

Please see Villa Real School's Appropriate Usage Policy and Parental Agreement.

RACISM

Villa Real School is an anti-racist school and are committed to ensuring that all pupils/students, staff and visitors are treated equally no matter their race. Racism negatively effects mental health and wellbeing, academic attainment, confidence and trust. In an anti-racist environment, we are able to increase self-esteem, increase the resilience of our school community, and understand the diversity of our wider community/ country.

Anti-racism is important to Villa Real School to ensure there is a better education for all, a better place to work, where all are fulfilling statutory responsibilities set out in the Equality Act 2010. Knowledge of race and racism is known as 'racial literacy'. As educators we are developing knowledge, skills, awareness and confidence to talk about race and racism in our school. We integrate cross-culture and cross race texts and learning across the curriculum and extend awareness through 'cultural exchanges' during international days, celebrations, and cultural visits at Villa Real School.

Terms & Definitions to support a shared understanding of racism;

Direct racism: treating someone less favourably than others on racial grounds.

Indirect racism: where a condition or requirement is applied equally to everyone, but that people of a particular racial group are less likely to be able to meet than other people, putting them at a disadvantage.

Harassment: treating someone in a way that violates their dignity, or creates a hostile, degrading, humiliating or offensive environment.

Victimisation: treating someone less favourably for having made or supported a complaint of racial discrimination.

Institutional racism: the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. This includes processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage racially minoritised people.

Racism of any kind will not be tolerated at Villa Real School.

CPDL

Staff and pupils/students all receive training on prevention of sexual exploitation from Paul Hodgkinson Durham Local Authority and regarding Online Safety from Andrew Freeman St Bede's School and from Pam Gartland, Safeguarding First Ltd.

One staff member is CEOP trained and CEOP Ambassador and is Think You Know trained. One staff member is also KIDSAFE trained.

All staff have received training from Kidscape on anti-bulling.

HOW TO CHALLENGE PREJUDICE DRIVEN BULLYING (HATE CRIME)

Pupils/students are taught via the curriculum, challenge days, anti-bullying weeks, Online Safety days and regular cyber-bullying assemblies. Individuals or groups identified as making inappropriate comments or perpetrating hate crime will be referred to a multi-agency approach please see below.

REPORTING HATE CRIME

To report a hate crime or hate incident contact:
- Durham Police on 101
- In an emergency call 999
- Call in to a local Police station
- Crimestoppers on 0800 555 111 (calls are free and confidential
- Online via True Vision website www.report-it.org.uk

To speak to someone anonymously and in confidence for advice and support without reporting the incident contact:
- A Community Cohesion Officer on 101
- Citizens Advice Bureau
- Victim Care and Advice Service www.victimcareandadviceservice.uk/ Freephone 0303 0401 099
- Equality and Human Rights Commission www.equalityhumanrights.com / 0808 800 0082
- Social Care Direct 03000 26 79 79

TACKLING HOMOPHOBIA AND TRANSPHOBIA

- Where comments were inappropriate because of SEN or lack of understanding parents/carers have been informed in writing and pupils/students referred to Child Social Worker or Multi-Agency Partner
- Homophobic bullying/transphobic bullying and how to prevent it is taught in the curriculum but also in Challenge days and via special assemblies
- Peer mentors are trained to support pupils/students who may feel they are being bullied because of their sexuality or gender e.g. Thumbs Up Squad
- Across the curriculum different types of families are celebrated
- Staff have received training as part of Anti-bullying training and Equality training on homophobic/transphobic bullying including Educate and Celebrate
- PSHCE and Sex and Relationship policy and curriculum has been reviewed to ensure it meets the needs of LGBTQ and families

Governors have reviewed and taken external advice on issues of sexuality, gender equality and homophobic bullying.

OTHER TYPES OF BULLYING

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps

Bullying can be driven by prejudice or fear of difference. It can be linked to:

- Race, religion or culture
- Gender
- Sexual orientation
- Disability or special need
- Long term illness
- Appearance
- Family arrangements
- Any protected characteristic within the Equality Act 2010

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Minor incidents include:

- Name calling
- Looks
- 'Borrowing' equipment
- One pupil/student intimidating another in order to copy homework

- Spoiling another pupil/students work
- Pushing in at the dinner queue
- Groups of pupils/students isolating another by not letting him or her join in
- Forcing pupils/students to give up their place at a computer

We recognise that particular pupils/students may be more vulnerable because of all or some of the following and will require a sensitive approach:
- Learning Difficulties, SEND and, or, Disabilities
- Physical Appearance or Health Conditions
- Social Circumstances
- Gender or sexuality
- Race, religion and culture

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils/students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils/students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

If a person feels they are being bullied, then the incident must be treated accordingly.

Equality is promoted and differences are celebrated both within the curriculum and within the climate of the School.

A child-friendly and young person-friendly version of the definition of bullying are available. This was developed in conjunction with the School Council. See Appendix 2.

If there is an allegation of bullying by a member of staff, pupil/student, parent/carer, this will be investigated according to the Reporting Code Policy by the Headteacher or the Designated Safeguarding Lead.

SIGNS AND SYMPTOMS

In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. There are a number of possible signs and behaviours which might indicate a pupil/student is being bullied:

- Withdrawn, isolated behaviour
- Unwillingness to come to school
- Stops eating
- Is afraid to use the internet or mobile phone
- Complaining about missing possessions
- Begins to truant
- Feels ill in the morning
- School work begins to deteriorate
- Becomes aggressive, disruptive or unreasonable
- Is bullying other pupils/students
- Refusal to talk about the problem
- Easily distressed
- Damaged or incomplete work
- Refusing to work in a group or with another pupil/student, and
- Reluctance to enter a classroom or stand with other pupils/students whilst waiting for a teacher to arrive or walk past another classroom, where they know other pupils/students might harass them

Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the pupils/students involved. Non-intervention condones the bullying.

PROCEDURES AND PREVENTION

- Staff proactively gather information about issues between pupils/students which may lead to a conflict
- Using information and procedures, to develop strategies to eliminate the potential bullying
- Address the needs of the pupils/students through structured approaches
- Introduce topics through assemblies and provide opportunities for projects and events
- Pupils/students can report bullying in a variety of ways. Bullying incidents can be reported to any members of staff who will forward it according to the procedure in the flowchart. Referrals may also be accepted from other multi-agency partners or parents/carers
- Staff and Peer Mentors should refer to the anti-bullying procedures flow chart
- The priority is to give protection and support to the victim
- Staff must make it clear that the bullying pupils/students behaviour is totally unacceptable it is important that disapproval is explained in a calm and rational way – avoid bullying the pupils/students who are doing the bullying
- It is vital that alternative behaviour is discussed with the bullying pupils/students in order that long-term behaviour can be improved
- Appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate), should be carried out
- Any incident of bullying is reported on the anti-bullying logs and stored in CPOMS so that appropriate measures can be put in place
- Victims of bullying may end up believing that they deserve to be bullied; they feel powerless and vulnerable, self-esteem can be badly damaged, so it is essential that self-confidence is re-established
- Investigations into bullying incidents will be thorough and involve the bullying pupils/students, the victim and any witnesses
- The bullying pupils/students will be supported in recognising their unsociable behaviour and offering support to modify that behaviour, they may be required to attend a workshop session
- Consideration given to the motivation behind the bullying behaviour and if it reveals any concerns for the safety of the perpetrator and if they may need support themselves.
- Sanctions, if appropriate will be decided on the individual incidents and circumstances
- Parents/carers will always be informed of the incident and the outcome
- The ISVA, IDVA and ISAC will be informed where relevant (see '**USEFUL LINKS AND CONTACTS'** for definitions)
- After the incident has been dealt with, each case will be monitored to ensure repeated bullying does not take place
- Anti-bullying days/weeks and challenge days inform the curriculum

- Culture of respect to extend beyond the classroom to the corridors, dining hall, playground and beyond the School gates
- Values of respect for staff and other pupils
- A clear understanding of how our actions affect others
- Positive whole school environment with staff and older students setting good examples

PUPIL/STUDENT SUPPORT

When acute needs are identified in a pupil/student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Plans may include PHPs and risk assessments where behaviour could compromise a pupil's safety and/or the safety of others. These must be reviewed every six weeks. Pupils/ students may be supported by a referral to Active Listeners or Kidscape, if the behaviour is safety related. STAR analysis will be used to support the development of appropriate planning.

SAFE HAVENS

Pupils/students must be aware of places they can go to during non-teaching time where they feel safe. Pupils/students can go to class staff and safety benches on the yard. They should be aware of whom they can contact for support at any time during the day. This can be any member of staff or a member of the peer mentoring team via email, or their class staff.
Peer mentors are available at break and lunchtimes.

THUMBS UP SQUAD

Pupils/students have the opportunity to be a Peer Mentor in the Thumbs Up Squad. This provides them with a leadership opportunity to be part of the anti-bullying group. The Peer Mentors actively support younger pupils/students on a daily basis and provided with specialist training to do so.

Pupils/students also participate in anti-bullying week, Online Safety days and Challenge Days where they have a range of opportunities to develop materials and resources to use with other pupils/students e.g. anti-bullying leaflets, anti-bullying posters and appropriate Online Safety materials. The Online Safety curriculum also provides pupils/students with opportunities to explore independently the issues of Online Safety and Cyber-Bullying.

'The behaviour and safety of pupils/students at Villa Real School' specifically references bullying. "
Serious bullying incidents outside the classroom:
- Appropriate intervention is vital
- The victims must be given support and protection
- Names or recognisable features of those involved should be obtained
- The victim should be allowed to leave or be taken away from the scene – it may be appropriate to take them to medical room for first aid

- If necessary, help should be obtained from class staff or senior staff
- If a bullying incident is severe, it may be helpful to seek the advice and support of the Police liaison officer, this must be done through the Senior Management Team. Help may be immediately available and at the multi-agency base or site

KIDSAFE

Kidsafe programmes are age appropriate and are delivered throughout school on child protection, safeguarding and anti-bullying. The programmes are delivered by a trained tutor in school who knows the pupils/students well and personalises sessions to individual need and ability. Our aim is to protect and empower children with help from the puppet KS. The programmes teach children how to protect themselves from any type of abuse. Kidsafe is teaching the children to talk to a trusted adult about any issues they may have.

At Villa Real we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include:
- a quiet word from a teacher that knows the pupil/student well
- asking the relevant agency team to provide support
- providing formal counselling
- engaging with parents
- support for parents
- referring to local authority children's services
- Active Listeners
- involving social workers
- Referring to Child and Adolescent Mental Health Services (LDCAMHS).

Strategies to prevent bullying must be used in all areas of the School including playground, dinner hall, corridors and open areas. Staff monitor areas where bullying could occur e.g. at lunchtimes, behind bushes etc. Staff are trained and utilised to reduce bullying at breaks and lunchtimes. Thumbs Up Squad support the most vulnerable pupils/students at lunchtimes.

BULLYING IN THE COMMUNITY

If a parent/carer, pupil/student reports bullying in the community, all staff must be made aware. Where the incident is serious the Police and or Safeguarding/Social Services will be made aware. The School will follow a multi-agency plan if incident is serious.

Pupils/students are advised to report any issues on the way into school and staff will take appropriate actions e.g. phone call to parents/carers, interview pupils/students. If any incidents are serious, the Headteacher in charge of Safeguarding and/or the Deputy Headteacher will refer to the Police.

Every young person should feel safe to learn, play and socialise. Whether on a bus or in the street, every child should be safe from victimisation and discrimination. Anti-bullying activity contributes to safer neighbourhoods, promotes community cohesion and reduces crime. At Villa Real School we work closely with all community agencies including the Police on this agenda. Villa Real School works with the Local Authority on an effective local safe travel policy. Villa Real School will involve pupils/students in developing guidelines for safer travel and encourage pupils/students to report any issues to the School and parents/carers.

All staff have received training from Kidscape on anti-bulling.

SERIOUS BULLYING INCIDENTS IN A CLASSROOM
If a serious bullying incident occurs in a classroom, when a teacher needs assistance, initially Key Stage Leads should be used. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his or her peers. Similarly, the bullying pupils/students should not be given the opportunity to become a 'hero'.

PARENTAL INVOLVEMENT
Following any incident, parents/carers of both bullies and victims should be made aware of the situation and how their actions could help. Class teachers, in consultation with the Key Stage Leader, should involve parents/carers at an early stage whenever it appears that there may be a problem. A confidential email/text service will be available for parents/carers to express concerns in confidence.

SUPPORT FOR STAFF WHO ARE BULLIED
At Villa Real, the bullying of staff by pupils, parents or colleagues is unacceptable. This includes cyber bullying. Staff should report any instances of bullying to the Headteacher and consult recent Government advice on protecting themselves from cyber bullying and how to tackle it if it happens.

POLICY INTO PRACTICE
Pupils/students will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Personal development, behaviour and welfare are of vital importance at Villa Real. The actions taken to prevent and tackle bullying in addition to how incidents are dealt with are at the forefront of our vision in enabling all children to achieve in their physical, emotional and academic potential.

It is important that tackling bullying is seen as an ongoing process which involves all members of Villa Real School community. Please refer to the Behaviour Management Flow Chart and the anti-bullying procedures flow

chart. Prevention of bullying must comply fully with the Equality Act 2010 Public Sector Duty.

CPOMS bullying logs are reviewed and evaluated on a termly basis in order to inform and improve practice and to analyse for patterns or support needs of individual pupils/students. This is reviewed carefully to ensure that no one group is being victimised and where necessary child protection referrals are made.

Incidents that involve risk outside the home or witnessing and coping with domestic violence, must be recorded on CPOMS as 'behaviour' and 'risk outside the home'. If this relates to Operation Encompass, this must also be highlighted. Staff must ensure that the context of the behaviour is detailed. Where behaviour reflects stalking, sexual violence, sexual harassment or up skirting, this must be tagged as 'safeguarding' also.
If behaviour relates to safeguarding issues, the relevant social worker and parents/ carers should be contacted as appropriate. For those pupils/ students without social workers, First Contact will be informed.
Staff must take care that factual records are kept and emotive and opinionated language not used. Staff must record what they see not what they feel.

Responsibility for Review:
Headteacher – The policy is reviewed by the School Council which includes pupil/student members, staff, Governors and parents/carers. Parents/carers views are sought via surveys, website and also as part of the School Council. The Safeguarding and Online Safety Governor is a member of the anti-bullying forum and also the Cyber Security Lead Governor.

The Single Equality Policy and the Equality Action Plan are reviewed annually and as part of this communication with all stakeholders is discussed. The Equality Action Plan for 2021/22 indicated that all stakeholders were pleased with our methods of communication and that members of the community who were disabled or had English as a second language were pleased with the arrangements made to access interpreters, signers and alternative methods of communication.

REVIEW
The policy will be reviewed with all stakeholders via the School Council. Three key questions will be asked regarding success of the policy:
- Do pupils/students feel safe?
- Does the bully's behaviour change?
- What have we learned or need to update?

As new advice is available this will be fed into the policy.

CURRENT PROVISION

All policies and curriculum are under constant review. Resources are inspected to ensure equality issues are promoted appropriately. All forms of bullying are tackled as part of the Anti-Bullying Action Plan and policy. This is reviewed with staff, parents/carers and pupils/students. Pupils/students report feeling safe 100% in recent whole school survey. In recent pupils/students Equality questionnaires no pupils/students identified any issues re homophobic bullying stating the School addressed it. Those who have experienced bullying or inappropriate questions are pleased with the restorative justice approach and are happy that pupils/students were educated about their comments. The Villa Real School will not tolerate bullying and will act immediately but through its curriculum offer actively prevents homophobic/transphobic bullying.

USEFUL LINKS AND CONTACTS - SPECIALIST ORGANISATIONS

ACE (ADVISORY CENTRE FOR EDUCATION)
This is an independent advice service for parents/carers on all issues relating to state education in England and Wales. Phone0300 0115 142– open Monday to Tuesday from 10am to 1pm. Term time only.
www.ace-ed.org.uk

ANTI-BULLYING ALLIANCE
The **Anti-Bullying Alliance** is an alliance of over 70 organisations, we work to stop bullying and create a safer environment
www.anti-bullyingalliance.org.uk

BIG AWARD TRAINING AND RESOURCES
Offers training, resources and advice for children and young people, staff and parents/carers. Also has useful help page on their website.
www.bullyinginterventiongroup.org/big-award

CHILDLINE
Free 24-hour telephone line for children and young people – Phone 0800 1111
www.childline.org.uk

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.
www.diana-award.org.uk

Family Lives
Family Lives provides targeted early intervention and crisis support to families.www.familylives.org.uk/

IMPACT ANTI BULLYING SERVICE
Is a voluntary organisation which offers advice and support to children, young people and families affected by bullying. The service also offers a range of training material for children, young people and professionals across the city.

Independent Sexual Violence Adviser (ISVA)
From the guidance 'The Role of the Independent Sexual Violence Adviser: Essential Elements' published by the Home Office, September 2017 and found here, it sets out the core principles of an ISVA, which are to:
- tailor support to the individual needs of the victim or survivor
- provide accurate and impartial information to victims and survivors of sexual violence

- provide emotional and practical support to meet the needs of the victim or survivor
- provide support before, during and after court
- act as a single point of contact
- ensure the safety of victims and survivors and their dependants
- provide a professional service

Independent Domestic Violence Advisor (IDVA)
From the guidance 'National definition of IDVA work' published by Saving Lives, and found here, it defines what an IDVA does.

'Information Sharing and Analysis Center' (ISAC)
Where the Cyber Security Officer is based.

KIDSCAPE
Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying. It is for children and young people, parents/carers and professionals. The Parent Advice Line is open part-time during the week.
Call: 020 7823 5430 **WhatsApp:** 07496 682785
Email: parentsupport@kidscape.org.uk
www.kidscape.org.uk

NSPCC
Offers a wide range of advice and support in this area, including what to do when a child discloses a further problem such as domestic violence or neglect. 24-hour helpline, though they recommend that children call Childline. Phone 0808 800 5000.
www.nspcc.org.uk

PARENTLINE PLUS
Offers a free 24 hour, confidential help line to parents/carers on all aspects of parenting. Also provides secure email help line via the website. Phone 0808 800 2222 Text phone: 08007 836 783

THE RESTORATIVE JUSTICE COUNCIL
Includes best practice guidance for practitioners
www.restorativejustice.org.uk
TRANSFORMING CONFLICT
For information on restorative practices and training.
www.transformingconflict.org

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. www.childnet.com

DIGIZEN
Provides online safety information for educators, parents/ and young people.
www.digizen.org

INTERNET MATTERS
Provides help to keep children safe in the digital world.
www.internetmatters.org

THINK U KNOW
Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents/carers and teachers.
www.thinkuknow.co.uk

THE UK COUNCIL FOR CHILD INTERNET SAFETY (UKCCIS)
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 'Youth Produced Sexual Imagery.'

THE BE YOU PROJECT
Provides helpful links to organisations who can offer help and support regarding LGBTQ+.
thebeyouproject.co.uk/resources/

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 training for local authorities to challenge homophobic bullying. EACH also provides a national helpline for young people experiencing homophobic bullying:
Tel: 0808 1000 143
www.eachaction.org.uk

PROUD TRUST
Helps young people to empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering training and events, campaigns, undertaking research and creating resources.
www.theproudtrust.org

SCHOOLS OUT
Offers practical advice, resources and training to schools on LGBT equality in education.
www.schools-out.org.uk

STONEWALL
Stonewall works with a whole range of agencies to address the needs of lesbians, gay men and bisexuals in the wider community.
www.stonewall.org.uk

MENCAP
Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
www.mencap.org.uk

CHANGING FACES
Provides online resources and training to schools on bullying because of physical difference.
www.changingfaces.org.uk

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 online training tool for adults that are 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.
www.minded.org.uk

PSHE Association
Guidance and lesson plans on improving the teaching of mental health
YOUNG MINDS PARENTS/CARERS' INFORMATION SERVICE
A free confidential telephone service, providing information and advice for any adult concerned about the mental health of a child or young person.
www.youngminds.org.uk

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.
https://annefrank.org.uk

EDUCATE AGAINST HATE
Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
www.educateagainsthate.com

SHOW RACISM THE RED CARD
Provides resources and workshops for schools to educate young people, often using the high profile of football, about racism.
www.theredcard.org

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.
www.tellmamauk.org

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.
www.gov.uk/government/groups/anti-muslim-hatred-working-group

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.
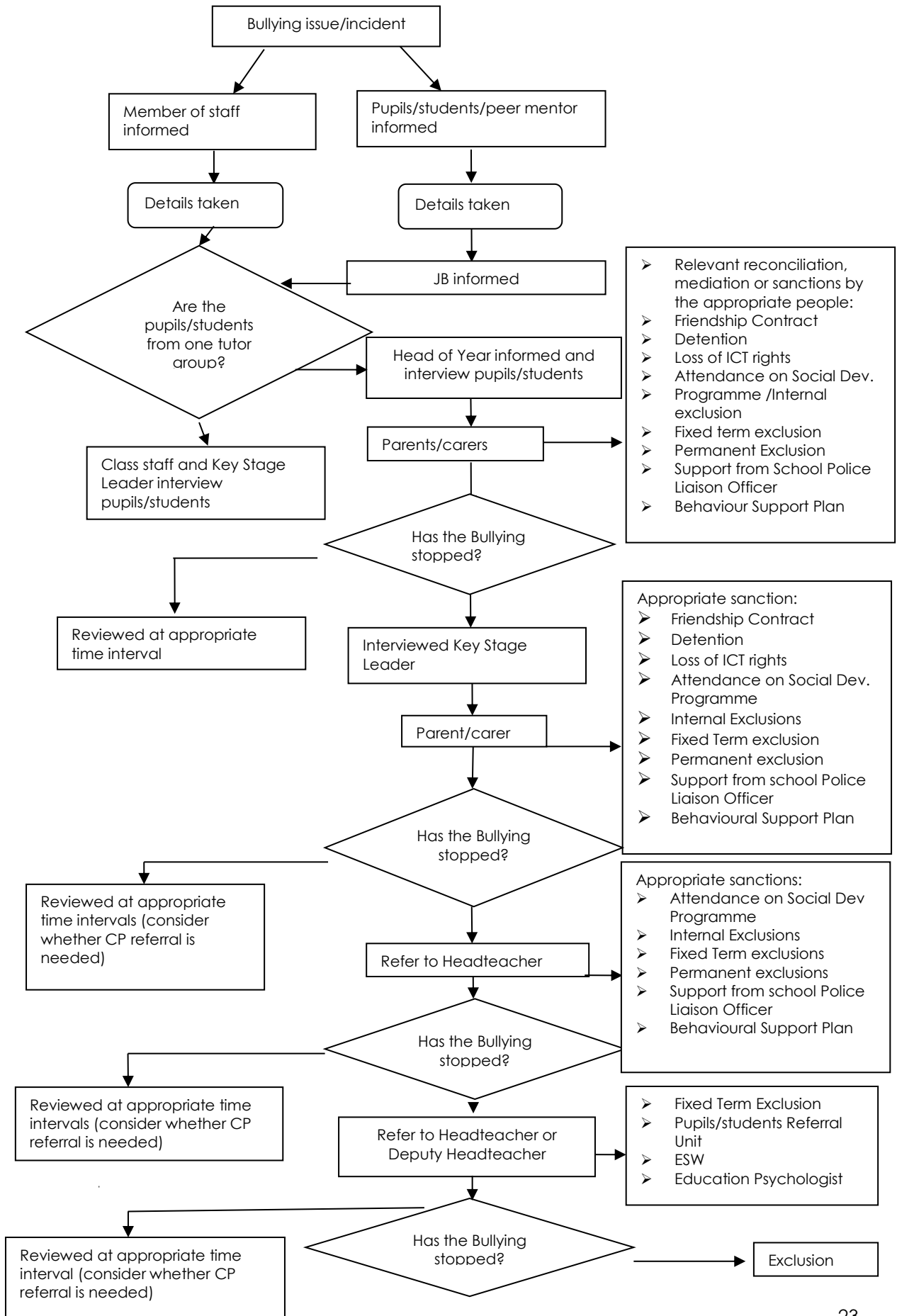www.endviolenceagainstwomen.org.uk

DISRESPECT NO BODY
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.
www.gov.uk/government/collections/disrespect-nobody-campaign

REFERENCE
DfE: Preventing and tackling bullying: Advice for Headteachers, staff and Governing Bodies. July 2017

Appendix 1

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                          ┌─────────────────────────┐
                          │  Bullying issue/incident │
                          └─────────────────────────┘
                            ↓                     ↓
        ┌──────────────────────┐      ┌──────────────────────────┐
        │ Member of staff      │      │ Pupils/students/peer     │
        │ informed             │      │ mentor informed          │
        └──────────────────────┘      └──────────────────────────┘
                  ↓                              ↓
        ┌──────────────────┐          ┌──────────────────┐
        │  Details taken   │          │  Details taken   │
        └──────────────────┘          └──────────────────┘
                  ↓                              ↓
                                        ┌──────────────────┐
                                        │   JB informed    │
                                        └──────────────────┘
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Are the pupils/students from one tutor group?

Class staff and Key Stage Leader interview pupils/students

Head of Year informed and interview pupils/students

Parents/carers

> Relevant reconciliation, mediation or sanctions by the appropriate people:
> Friendship Contract
> Detention
> Loss of ICT rights
> Attendance on Social Dev. Programme /Internal exclusion
> Fixed term exclusion
> Permanent Exclusion
> Support from School Police Liaison Officer
> Behaviour Support Plan

Has the Bullying stopped?

Reviewed at appropriate time interval

Interviewed Key Stage Leader

Parent/carer

Appropriate sanction:
> Friendship Contract
> Detention
> Loss of ICT rights
> Attendance on Social Dev. Programme
> Internal Exclusions
> Fixed Term exclusion
> Permanent exclusion
> Support from school Police Liaison Officer
> Behavioural Support Plan

Has the Bullying stopped?

Reviewed at appropriate time intervals (consider whether CP referral is needed)

Refer to Headteacher

Appropriate sanctions:
> Attendance on Social Dev Programme
> Internal Exclusions
> Fixed Term exclusions
> Permanent exclusions
> Support from school Police Liaison Officer
> Behavioural Support Plan

Has the Bullying stopped?

Reviewed at appropriate time intervals (consider whether CP referral is needed)

Refer to Headteacher or Deputy Headteacher

> Fixed Term Exclusion
> Pupils/students Referral Unit
> ESW
> Education Psychologist

Has the Bullying stopped?

Exclusion

Reviewed at appropriate time interval (consider whether CP referral is needed)

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Appendix 2 –

Thumbs up squad

Top tips for peer support system

1. Enthusiasm – To have a great scheme you need pupils/students involved who are willing to participate in games, walks and communicate with their peers during break/playtimes.

   Pupil/students who are willing to create/manage events with support for their peers to join in with, helping with game ideas, equipment, rules and making sure all can participate.

2. Patience – This quality is a vital part of being part of the thumbs up squad. Pupils/students' need to understand that their peers have their own minds and may not want to join in (and that is okay!)

   All activities and events are inclusive, so pupils/students may need to adapt activities to suit all needs and abilities. Therefore time is needed.

3. Take care - When communicating with peers, if they initiate they would like to communicate, you should give them sensible/good advice. You must remember not to tell your friends anything after, as this is confidential between yourself and peer. You should ask the pupil/student if they'd like to communicate with a member of staff for support. You can always accompany them to help them feel comfortable and confident when looking for staff.

4. Be cheerful – During break/playtime peers may need a friendly face to encourage them to join in games, walk with or someone to sit with. Pupils/students want to see a happy face and hear positive words. They want peers who are there to boost their feelings, someone who is cheerful, happy and approachable.

5. Staff compromising – Peers are encouraged to use their own ideas, make their own choices and decisions. Staff should listen and be open to new ideas, giving praise and encouragement.

6. Advertising – Pupils/students make themselves familiar with their peers during break/playtimes, explaining they are there to play, walk, sit with. They're there to ensure no one is alone if they don't want to be, they play games, encouraging their peers to join and create events throughout the year with support.

7. Training – Pupils/students take part in day events such as sports leaders to encourage their confidence and give them ideas of games to play during break/playtime.