



Villa Real School
together we achieve

Anti-Bullying Policy

2020

Responsibility: Jill Bowe

Date: February 2020

Signed & Adopted by the Governing Body:

Chair of Governors

Date: 02.03.2020

Date to be reviewed: March 2022

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
- Nasty 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.

NASTY 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.

VERY IMPORTANT INFORMATION

If you post abuse about anyone else on the internet, whether it's in places like Facebook or Ask.fm, in games forums or message boards, or if you send threats in chatrooms or on IM like MSN, you can be traced by the Police without any difficulty.

Every time you visit a website or make a posting, your internet service provider, i.e. AOL, BT or Virgin, has an electronic note of your activity. Even if you create an anonymous email address like Hotmail or Yahoo, you can still be traced.

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.

CPD

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 Bedes School and from Pam Gartland, Safeguarding First Ltd. One staff member is CEOP trained and CEOP Ambassador and are Think You Know trained. One staff member is also KIDSAFE trained.

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 www.citizenadvice.org.uk / 03444 111444
- Victim Care and Advice Service www.victimcareandadvice.service.uk / Freephone 0303 0401 099
- Equality and Human Rights Commission www.equalityhumanrights.com / 0808 800 0082
- Social Care Direct www.durham.gov.uk/hatecrime/ 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 Anti-Bullying Group. 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 Staff Allegation 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
- 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

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
- 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, pupils/students 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.

Villa Real School recognise the guidance 'Safe from Bullying on journeys' DSCFE 2010.

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.

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.

Responsibility for Review:

Headteacher – The policy is reviewed by the anti-bullying forum which includes pupil/student members, staff, Governors and parents/carers. Parents/carers views are sought via surveys, website and also as part of the anti-bullying forum. The Anti-Bullying 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 2018/19 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 Anti-Bullying Forum. 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.

Remove SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES MAY 2018

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred.

The department has updated this advice in line with the revised statutory guidance Keeping Children Safe in Education. We will continue to keep the advice under review, particularly as we develop our approach to Relationship Education, Relationships and Sex Education (RSE) and Personal Social Health and Economic (PSHE) education.

Villa Real continue to view and support families in relation to current advice.

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. Phone 08088 005 793 – open from 2 – 5 pm Monday to Friday.

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.

BULLYING UK

This charity's work has expanded over the years and apart from giving practical information and advice to young people and their parents/carers through the website and by email, it includes work with schools, youth organisations, police forces and health trusts, running workshops and speaking at conferences.

www.bullying.co.uk

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

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. Impact Family Service 0191 567 8282

www.impactfs.org.uk

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. Phone 08451 205 204 from 10 – 4pm Monday to Friday

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 08008 005 000.

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 08088 002 222 Text phone: 08007 836 783

www.parentlineplus.org.uk

THERE 4 ME

This site is for 12 – 16 year olds. It provides confidential, one-to-one online advice or you can send a private message to an advisor and receive a personal reply.

www.there4me.org.uk

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.'
www.gov.uk

LGBTQ Plus

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.
www.barnardos.org.uk

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

SEND

MENCAP

Represents people with learning disabilities, with specific advice and information for people who work with children and young people. The Don't Stick It, Stop It! Campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes.
www.mencap.org.uk/dontstickit

CHANGING FACES

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

CYBERBULLYING AND CHILDREN AND YOUNG PEOPLE WITH SEN AND DISABILITIES

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
www.cafamily.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.
<https://www.anti-bullyingalliance.org.uk>

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.
<https://councilfordisabledchildren.org.uk>

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
www.pshe-association.org.uk

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

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.

<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

KICK IT OUT

Uses the appeal of football to educate young people about racism and provide education packs for schools.

www.kickitout.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

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

ANTI-BULLYING ALLIANCE

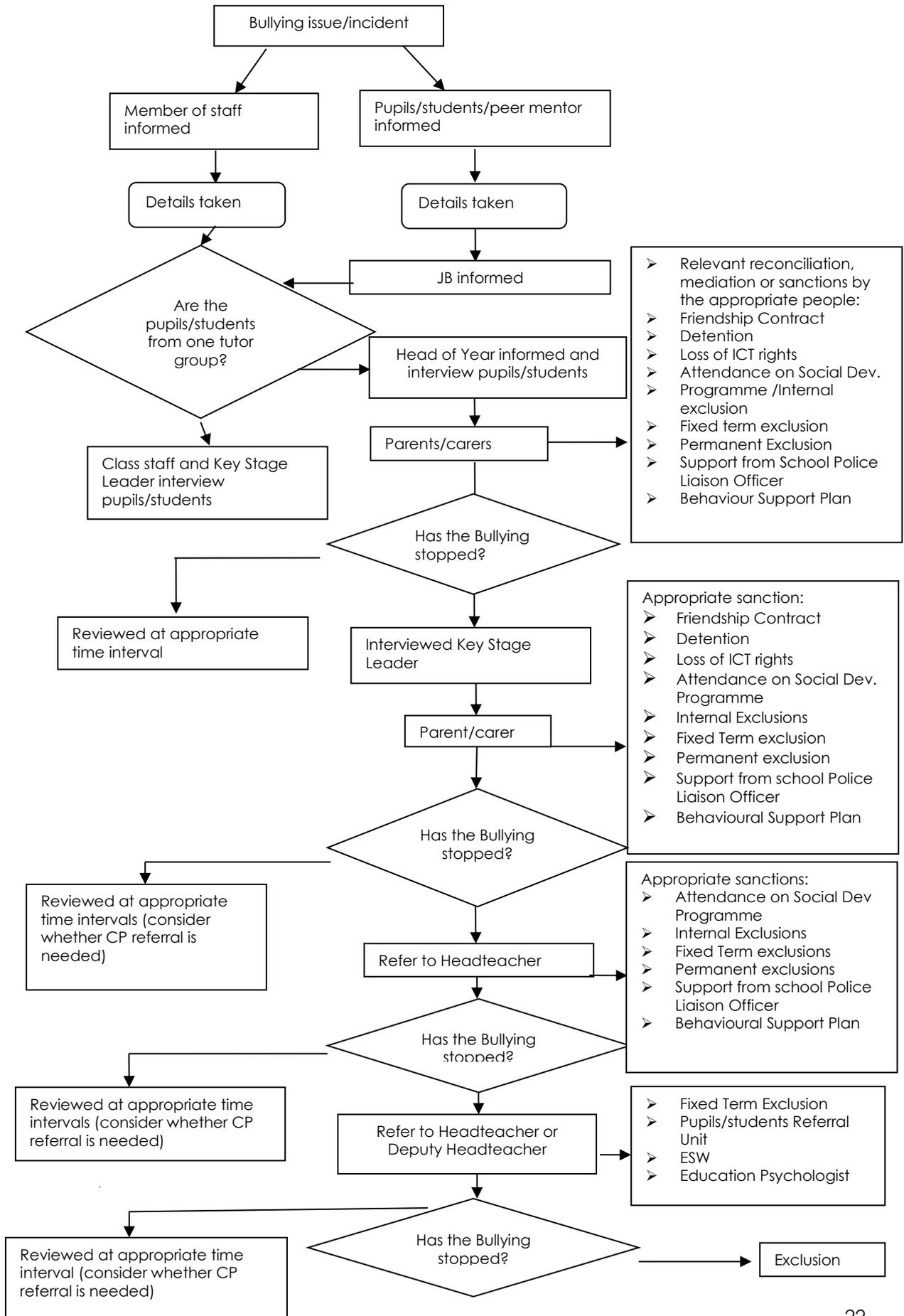
Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

www.anti-bullyingalliance.org.uk

REFERENCE

Dfe: Preventing and tackling bullying: Advice for Headteachers, staff and Governing Bodies. June 2018

Appendix 1



Appendix 2 – Under review by the ‘Thumbs Up Squad’



1. Enthusiasm – To have a great scheme you need pupils/students involved who are willing to take on the role and have not just been given the job. This ensures that the people selected are people who will do a good job, as they are interested in being a peer supporter from the start.
2. Patience – This quality (amongst others) was classed as being a vital part of being a peer supporter. They said that you have to be patient when you are being told about a problem, you have to be patient when your client may be annoying to you, but you must also be patient when launching your peer support system as it can take a while and you may experience a few problems on the road to victory e.g. It may take a while for your scheme to become well known, the team may not gel straight away or simple things like ordering badges/lunch passes may take some time.

3. Take care – Being vigilant about what you share is a big responsibility when talking to other pupils/students who have come for a peer support appointment. You are there as a role model and should not give out bad advice or tell them something unsuitable. It is equally important to remain confidential outside of the peer support room when talking to friends etc. If you tell another pupil/student something that someone has told you in confidence, then your clients will no longer trust you and you could make their problems worse.
4. Be cheerful – Often when pupils/students come to talk to you they are feeling down and worried so they really need to see a cheerful face and hear positive words. They are hoping that you can help them and boost them up, and being cheerful and approachable is important for these reasons.

5. Staff compromising – Peer supporters need freedom to run with the scheme and make choices and decisions so that they have full ownership of it. Staff should listen and be open to new ideas and systems we may need to help us.

6. Room – Having a room to hold peer support sessions and meetings in is essential so that pupils/students who visit know that people won't be walking by and they can speak freely without worrying that others may hear. They may wish to talk about something very personal so having a few chairs in the library or a corridor would not work. It also gives the peer supporters a home and a sense that their role is important.



7. Advertising – As a peer support team you hope that people will come to see you so that you can use your skills and training to help others. To make this a reality you need good advertising and there are many ways to do this: Sharing your message via plasma screens in the canteen, visiting registration groups and tutorials to give a brief presentation about your role, giving information at parent/carer evenings as well as other groups e.g. After school clubs that may use your building. Notice boards, posters and newsletters work too.

8. Good listening skills – Let the person know that you are really listening to them by concentrating and giving them your whole attention. If you are fiddling with your pen or butting in, then they will feel that you are not that bothered and therefore won't really help them. Give them space and don't rush them too, everybody takes different amounts of time to relax and open up, maybe they just want to have a chat about something small – still let them know that they are important.



9. Training – Having the knowledge and skills to become a great peer supporter comes from having good training. You gain experience and confidence as you go along but you need to know how to hold effective sessions, which really help others. Having good listening skills, body language and learning about the importance of confidentiality is really worth it. Practising pretend situations is useful too, so that you have some idea of what it's going to be like when you are involved in a real session.

10. Experience – Using what may have happened in your own life to empathise with others is good for those who visit you as it helps them to understand that this may have happened to other people too and they are not alone. Problems that pupils/students may wish to talk about are wide ranging: friendship issues, bullying, divorce, relationships, body image, eating disorders, drugs/alcohol/smoking, bereavement and peer pressure. Drawing upon your own experiences helps you to become a stronger peer supporter and it may be that it is personally useful to hear about other pupils/students issues - it may help you.



Above all enjoy the experience of being a peer supporter, hope your team is successful and helps many people – The CV Enterprise Villa Real School Peer Supporters.