Anti-Bullying Policy

The Folkestone School for Girls Academy Trust is known as "the school" in this policy.

This policy has been drawn up in consultation with students, parents, teachers, other staff and senior leaders of the school. This policy has been written in accordance with the levelling up principle of the whole school equality policy.

Responsibility

It is the responsibility of:
- The Principal to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Trustees to take a lead role in monitoring and reviewing this policy.
- All staff, including trustees, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

Girls on Board

Our teenage lives can be a challenge. Home lives, school lives, friendships, deciding what sort of person we are and what sort of person we want to be. Finding something that inspires us. Finding something that we might want to do for the rest of our lives. **Finding our thing. Finding our tribe**. Indeed, finding our tribe shapes an awful lot of our school and life experiences and the memories we make along the way will be heavily influenced by the friends we have to share them with. Our wide array of co-curricular activities offered enables all students the opportunity to try new things **and** to make new friends; to "find their thing" and to "find their tribe" in equal measure - be that through cadets, through D of E, as part of our cheerleading squad, as a cast member or backstage crew in one of our many productions, as part of our radio station (FSGRadio), through music, dance or sport..... For those who struggle, perhaps to find their tribe, we even run bushcraft sessions to help create friendship groups at key points around transition; peer mentoring too. **Almost all of us want and need to have at least one friend but the search for reliable and trusting friendships can be hard.**

As adults It is worth reflecting on our own experiences of friendships and that these are fluid - often dependent on those we are surrounded by. So, school friends fall away for example as university or work friends are established. The same is true at school. Friends who are as 'thick as thieves' at primary may waver as new friends are met at secondary. Some friends met in year 7 are still with us in Year 11; some are not. Friendships are fluid. Friendships can be turbulent and it can be difficult to unpick exactly what has happened when friends fall out – usually temporarily! **Particularly in adolescence, friendships are fluid, rapidly changing and complex.**

We are a 'Girls on Board' school – currently preparing to roll out this programme to students, parents and staff alike. *Girls on Board* **is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships.**

From our experience, the dynamics between groups of friends; the fluidity, the turbulence of friendships and friendship fallouts lie at the heart of most perceived bullying incidents. What parents and students perceive to be 'bullying' is not *usually* bullying.

There is no power imbalance and instead more typically what is occurring is the mutual trading of insults and slurs, normally online, **between** students and/or friendship groups after a slight or wrong has been done or is perceived to have been done. **Whilst these incidents do not by definition constitute bullying they can be no less distressing for those involved.**

In these situations, the staff involved in investigation may still act to intervene and to resolve the issues for all parties but they will be careful not to label either party a bully or victim. **However**, **The Girls on board approach empowers and encourages <u>girls</u> to solve their own friendship problems and recognises that actually, <u>they</u> are usually the only ones who can. The Girls on Board approach will not prevent girls from falling out, but it will help them sort out their own friendship problems and minimise the distress they might experience.**

<u>Bullying - Definition</u>

There are many definitions of bullying. We include homophobic, racist or other prejudicial bullying and cyber bullying in our definition of bullying. Most of these consider it to be deliberately hurtful behaviour against which it is difficult for victims to defend themselves. Bullying is very often part of a pattern of behaviour, which may be repeated over a long period of time but can also be a one-off event.

- FSG defines bullying as per the agreed shared definition of the Anti-Bullying Alliance based on research from across the world over the last 30 years — "**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online; in school and/or out of school**"
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Each of the lists of examples is not exhaustive. It is important to realise that people react differently and it is not always possible to judge the effects of a seemingly mild form of the behaviour outlined above. Incidents in which bullying behaviour are apparent must be investigated in line with both this policy and the schools behaviour policy.

It is common for students and parents to feel that bullying has occurred but the school, on investigation, find that there is just a friendship issue occurring. In these situations, the staff involved will still use the bullying methodology outlined in this policy, but they will be careful not to label either friend a bully or victim.

Banter

There is much written on the topic of banter and it is all too easy to draw the conclusion that banter is always bad and tantamount to bullying. This is an overly simplistic view but there can be a fine line between bullying and banter.

Banter is the **harmless** exchange of social interaction (usually) **between friends** which involves **teasing** or **mocking** one another, either on a **one-to-one basis** or more commonly on a **friendship group basis.**

Banter can be described as light-hearted, friendly teasing or joking among friends or colleagues.
It is characterised by mutual respect, consent, and the absence of malicious intent. Banter creates a positive and playful atmosphere, fostering camaraderie and strengthening relationships. It allows individuals to express themselves freely while maintaining a sense of humour.

On the other hand, bullying involves repeated, intentional, and **harmful** behaviour towards an individual or a group. It is a deliberate act of aggression, intended to belittle, intimidate, or hurt another.

We know that banter is often used to disguise or justify bullying behaviours. It is important to recognise the distinction between banter and bullying. While banter can be a healthy and enjoyable way to interact, it should always be based on consent and respect for everyone involved. It is crucial to be mindful of the impact our words may have on others and to ensure that banter never crosses the line into bullying.

Sticks and stones

The old adage claims that sticks and stones may break my bones but words will never hurt me.
There are many alternative messages to that;
Sticks and stones may break my bones but….
- Words can do permanent damage
- Words can hurt forever
- Words will make me go into a corner and cry by myself for hours
- Words can break my heart
- Words will break my trust
- Words will linger in my head, will make me touch rock bottom
- Words become beliefs

In the modern era with the power of the internet and social media to create threads and stories which are widely shared both within and outside of our school community, and widely taken 'as gospel', words have perhaps even greater power to cause real and lasting damage – with students and their actions being discussed and scrutinised online by many different factions, 24 hours a day; most of whom were not witness to any original incident.

At FSG physical bullying is extremely rare. Indeed, bullying of any kind is rare. Annual student and parent surveys are extremely positive in that regard. However, we do not take the results lightly, nor do we believe that bullying, antagonistic or unkind behaviour does not occur.
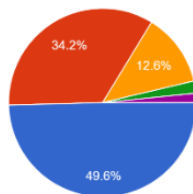
Student Voice

10. Is bullying a problem at your school?
811 responses
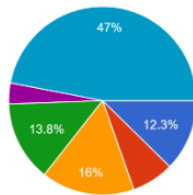
- It doesn't happen
- It happens and staff are really good at resolving it
- It happens and staff are good at resolving it
- It happens and staff are not good at resolving it
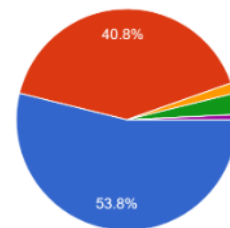- It happens and teachers do nothing about it
- I don't Know

47%
12.3%
13.8%
16%

11. I feel safe when I am at school
811 responses

- All of the time
- Most of the time
- Some of the time
- Almost never
- Never

34.2%
12.6%
49.6%

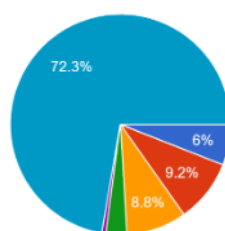**Parent Voice**

3. My child feels safe at this school
520 responses

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree

40.8%
53.8%

12. My child has been bullied and the school dealt with the bullying quickly and effectively
520 responses

- Strongly agree
- Agree
- Don't know
- Disagree
- Strongly disagree
- My child has not been bullied

72.3%
6%
9.2%
8.8%

Child-on-child abuse.

Whilst most bullying allegations at FSG transpire to be tit-for-tat 'slanging matches' between warring factions after a (perceived) slight or wrong, that does not mean they need not be investigated and resolutions sought; nor does it mean that we should assume that this is always the case.

All staff should be aware that **children can abuse other children** (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the

important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are a lack of reporting does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter," "just having a laugh," "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying)
• abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
• sexual violence (such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
• sexual harassment - such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
• consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)
• upskirting - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

<u>**Forms and types of bullying covered by this policy**</u>

Bullying can happen to anyone. This policy covers all types and forms of bullying including:
▪ Bullying related to physical appearance.
▪ Bullying of young carers, children in care or otherwise related to home circumstances.
▪ Bullying related to physical/mental health conditions.
▪ Physical bullying.
▪ Emotional bullying.
▪ Sexual bullying.
▪ Bullying via technology, known as online or cyberbullying;

Prejudicial bullying (against people/students with protected characteristics):
▪ Bullying related to race, religion, faith and belief and for those without faith.

- Bullying related to ethnicity, nationality or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to sexual orientation (homophobic/biphobic bullying).
- Gender based bullying, including transphobic bullying.
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School ethos

The school community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Educates students on the differences between bullying and banter, on what is and is not acceptable.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the schools response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the LA and other relevant organisations when appropriate.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The DoPC or another member of leadership/pastoral staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.
- If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - support reporting to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
  - confiscating and searching student's electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy;
  - requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Parents/Carers

If you think that your daughter is being bullied, please contact the appropriate Student Development Leader (SDL) immediately. It is important that swift action is taken to resolve the problem. We will work closely with you to ensure that the matter is handled swiftly and effectively in a sympathetic and sensitive manner. However, a gentle reminder of the **Girls onboard approach which empowers and encourages girls to solve their own friendship problems and recognises that actually, they**

are usually the only ones who can. The Girls on Board approach will not prevent girls from falling out, but it will help them sort out their own friendship problems and minimise the distress they might experience. What we perceive to be bullying can be the normal ebb and flow of friendships.

Students

If you, or one of your friends, are being bullied please tell a member of staff immediately. This is better than seeking retribution by taking the matter into your own hands. It is in everyone's best interests to help the school to ensure that a bully is not allowed to continue with a 'reign of terror' and to prevent the continuation of the suffering of an individual girl.

Staff

If you think that a girl is being bullied, or if a girl confides in you, talk to the girls concerned to try to establish the facts. It is good practice to ask all the girls concerned to write down their own account of events. Please alert the house tutor and the SDL, if appropriate.

It is important to be vigilant at all times, particularly during the less structured times of the day, ie: during changeover between lessons and at break and lunchtime. Staff should be aware that some groups of students may be more vulnerable than others to bullying.

Care should be taken to ensure that these students feel safe (eg: girls with a disability or special educational needs, looked after children and other children who have experienced distressing home circumstances, girls from minority ethnic communities, girls who might be targeted on the basis of their actual or perceived sexual orientation, students with minority religions).

Teachers and Managers in all departments should, whenever possible, use the curriculum to foster a strong anti-bullying culture and promote students' social skills and emotional wellbeing (eg: encouraging healthy peer relationships, positive ways of expressing feelings, empathy for others, constructive conflict resolution). All staff are expected to model positive and supportive behaviour in their relationships with girls, parents/carers and colleagues.

Senior Managers should work proactively to raise awareness of this policy and the issues it seeks to address among staff, students and parents/carers. They should promote a whole school approach to tackling bullying and to fostering supportive peer relationships (eg: through pastoral systems, staff training, assemblies, peer support and mentoring systems etc.)

Responding to incidents of bullying

The bully must be made aware that their behaviour is not acceptable and that the bullying must cease immediately.
- The perpetrator(s) and the victim(s) will be counselled in an attempt to resolve the underlying problem and usually a restorative approach will be used, bringing students together to discuss their feelings and actions. Statements and/or notes may be taken from the students involved, including witnesses.
- In serious cases, Parents/Carers will be kept fully informed and told how it has been dealt with.
- Clear, concise records will be kept of all proceedings on SIMS and/or in the students file.
- Consideration will always be given to practical methods of reducing the contact between the students, should this prove to be necessary.
- An appropriate sanction may be applied as outlined in the behaviour policy.
- If the bullying continues then further sanctions will be applied.
- Ongoing contact, as appropriate, between the perpetrator(s) and the victim(s) will help ensure the problem does not occur again.

- Where appropriate the necessary racial/homophobic monitoring form will be completed.
- The school may pass information to Kent Police and the various bus companies who service us in order to secure actions against bullying outside of school.
- When appropriate, interventions such as anger management, social skills groups, vulnerable groups and resilience training will be put in place, in order to support the victim and help them to respond appropriately to the bullying.

Cyberbullying

When responding to cyberbullying concerns, the school will:
- act as soon as an incident has been reported or identified;
- provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again;
- encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
- confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.;
- requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- inform the police if a criminal offence has been committed.
- provide information to staff and students regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

Sanctions

For less severe cases of bullying and for friendship issues, the school will first use restorative approaches. If they fail and bullying continues, or if a serious bullying incident occurs, then the behaviour policy will be applied with sanctions ranging from detentions to isolation, suspension and possible permanent exclusion in the most serious cases.

Students and parents need to be clear that persistent bullying will not be tolerated.

Reporting Incidents of Bullying

Instances of bullying that extend beyond friendship issues need to be logged and reported to the trustees. To determine whether an incident should be reported, ascertain if it fits the following criteria:-

- the incident has happened on more than one occasion and is persistent and prolonged;
- there are more than 2 people involved;
- there is clear **intention** to intimidate, humiliate or threaten.

One or more of the above factors would constitute serious bullying and as such would warrant isolation and a meeting with parents. In this case the incident will be recorded officially as a bullying incident and will be logged by the PA/Clerk to the Trustees.

Supporting Students

Students who have been bullied will be supported by:
- reassuring the student and providing continuous pastoral support;
- offering an opportunity to discuss the experience with their student development leader, the designated safeguarding lead, or a member of staff of their choice;
- being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate;
- working towards restoring self-esteem and confidence;
- providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers;
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Child and Adolescent Mental Health Services. (CAHMS).

Students who have perpetrated bullying will be helped by:
- discussing what happened, establishing the concern and the need to change;
- informing parents/carers to help change the attitude and behaviour of the child;
- providing appropriate education and support regarding their behaviour or actions;
- if online, requesting the content be removed and reporting accounts/content to service provider;
- sanctioning, in line with school behaviour/discipline policy - this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns) and fixed-term or permanent exclusions;
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Child and Adolescent Mental Health Services. (CAHMS).

Supporting Adults

Our school takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal
- advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate;
- where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy;

- reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online;
- reassuring and offering appropriate support;
- working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- discussing what happened with a senior member of staff and/or the Principal to establish the concern;
- establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures;
- if online, requesting that content be removed;
- instigating disciplinary, civil or legal action as appropriate or required.

Preventing Bullying

Environment

The whole school community will:
- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all;
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);
- recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required;
- openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference;
- challenge practice and language **(including 'banter')** which does not uphold the school values of tolerance, non-discrimination and respect towards others;
- be encouraged to use technology, ie: mobile phones and social media, positively and responsibly;
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- actively create "safe spaces" for vulnerable children and young people;
- celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:
- provide a range of approaches for students, staff and parents to access support and report concerns;
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves/effects students, even when they are not on school premises; for example, when using school transport or online etc.;
- implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable;
- use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:
- train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents;
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council etc.;
- collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition;
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

Involvement of Students

We will:
- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise student voice in providing student led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

Involvement & Liaison with Parents/Carers

We will:
- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Allegations of bullying by Staff

If a serious allegation of abuse (or an allegation of serious and sustained bullying) is made against a member of staff, immediate consultation is required with the LA's Area Children's Officer (Child Protection). This consultation must take place prior to any form of investigation being undertaken by the school.

Any allegation against an employee should lead to a careful consideration of the possibility of abuse and of a referral being made of any concerns to the statutory agencies.

Monitoring and Review: Putting Policy into Practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.

The Principal will be informed of bullying concerns, as appropriate.

Useful links and supporting organisations

Girlsonboard: https://www.girlsonboard.co.uk/parents/
Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
The Diana Award: www.diana-award.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net
The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

Changing Faces: www.changingfaces.org.uk
Mencap: www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

Childnet: www.childnet.com
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Tell Mama: www.tellmamauk.org

Educate against Hate: www.educateagainsthate.com

Show Racism the Red Card: www.srtrc.org/educational

LGBT

Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: www.metrocentreonline.org

EACH: www.eachaction.org.uk

Proud Trust: www.theproudtrust.org

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual

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/tools-information/all-about-bullying/sexual-and-gender-related