



RIPPLEVALE

SCHOOL

Anti-Bullying Policy

Date of issue: 12.07.2022

Review Cycle: Annual

Next Review Date: September 2024

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

The school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a

'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: (Jane Norris,
Headteacher)

Designated Safeguarding Lead: (Jane Norris, Headteacher)

Ripplevale School Anti-Bullying Policy

This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2023 and ‘[Sexual violence and sexual harassment between children in schools and colleges](#)’ guidance. The setting has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

1) Policy objectives:

- This policy outlines what Ripplevale School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Ripplevale School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.
- This policy is available on the school website and on request

2) Links with other school policies and practices

- This policy links with several school policies, practices and action plans including:
 - Behaviour policy incorporating physical intervention
 - Complaints policy
 - Child protection policy
 - Data Protection policy
 - Confidentiality and privacy statement
 - Online safety Policy
 - Curriculum policies
 - [Mobile phone policy](#)
 - [Online Safety Policy](#)
 - [Acceptable use of ICT for students](#)
 - [Acceptable use of ICT for students Post 16](#)
 - [Acceptable use of ICT for staff](#)
 - [Safeguarding Policy](#)
 - [RSE Policy](#)

3) Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - - The Education and Inspection Act 2006, 2011 (<https://www.legislation.gov.uk/ukpga/2006/40/contents>)
 - The Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>)
 - The Children Act 1989 (<https://www.legislation.gov.uk/ukpga/1989/41/contents>)
 - The Education (Independent School Standards) Regulations 2019 (<https://www.gov.uk/government/publications/regulating-independent-schools>)
 - Protection from Harassment Act 1997 (<https://www.legislation.gov.uk/ukpga/1997/40/contents>)
 - The Malicious Communications Act 1988 (<https://www.legislation.gov.uk/ukpga/1988/27/contents>)
 - Public Order Act 1986 (<https://www.legislation.gov.uk/ukpga/1986/64/contents>)
 - Keeping Children Safe in Education 2023 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)
 - Mental Health and Behaviour in Schools (<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>) #
 - Preventing and Tackling Bullying 2017 ([Preventing and Tackling Bullying](#))
 - SEND Code of practice:0-25 years (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)
 - Bullying at school (<https://www.gov.uk/bullying-at-school>)

4) Responsibilities

- It is the responsibility of:
 - The Headteacher 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.
 - Directors to take a lead role in monitoring and reviewing this policy.

- All staff, including: 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.
- Pupils to abide by the policy.

5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability.
- 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.

6) Forms and types of bullying covered by this policy

- 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/pupils 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)

We recognise that some forms of bullying are illegal and should be reported to the police. [Bullying at school](#) . These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

7) School ethos

- Ripplevale 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.
 - In accordance with [Preventing and Tackling Bullying 2017](#) the school recognises that, “A school’s response to bullying should not start at the point at which a child has been bullied.” But that the school will use intelligence to pick up on behaviours and potential conflicts and respond to these before they may occur or escalate to bullying. Staff can collect information using the school behaviour system Class Charts and analyse this over time.
 - By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
 - Despite the definition of bullying indicating it is a behaviour repeated over time, this does not afford the school grounds not to act in response to a single incident and that the school makes an appropriate record
- ***‘Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people.’***

- Ripplevale School is committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know, that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff so it can be dealt with.

- Children and young people with an autism spectrum disorder (ASD) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for children with ASD to understand other people's intentions, and makes them an easy target for bullies. Because children and young people with autism may be unaware that others 'judge' their behaviour they may be especially vulnerable to bullying in the community. In an ever- changing world cyber bullying, on-line or via mobile phones, is an increasing problem for all young people, and for the reasons described above even more so for those whose needs lie on the spectrum

- Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASD. For example, a vulnerable student may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking him to do things for them. Another example may be where a student with autism becomes obsessional about another student and targets them in either a positive or negative way.

- Additionally, due to theory of mind impairments, most students with autism have very little understanding of the feelings of others. It is difficult therefore, to be sure that the behaviour was 'deliberately hurtful'. For example, student A may frequently shout at student B not because he wants to upset him but because he is curious about B's reactions.

- Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the student learns about the impact of their remarks and how to interact more appropriately.

- Such issues will be explored through staff training and staff will be trained to understand and address these from an autism specific perspective. Bullying is explored through tutor periods and also within the PSHE framework and are included in the RSE policy at a level appropriate to the student using social stories and other examples as necessary.

- **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.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; especially 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 pupils 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 of the community 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 school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - The school will be alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics, these will be recorded through Class Charts providing data on frequency and individual student behaviours.
 - The school will be proactive through teaching in addressing bullying based on protected characteristics and treat any such incident as bullying.
 - The school will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish - by not only addressing negative behaviours but also addressing a lack of positive behaviours where they occur, with the aim of proactively dismantling any hostile environment.
 - 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 Headteacher /Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
 - Extra pastoral support arrangements for listening to the views of children and young people with SEN (as per [SEND code of practice](#)) and measures to prevent bullying

such as staff using information gathered through Class Charts to discuss events with students prior to them escalating to bullying.

- The DSL will be informed of all bullying issues where there are safeguarding concerns and the school safeguarding policy will be followed.
- 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 confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, incidents should be treated as a child protection matter and 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 pupils 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, through 'Class Charts' and 'Safeguarding my School' systems. This will include recording appropriate details regarding decisions and action taken.
- All recorded bullying incidences are recorded through Class Charts as above and information monitored for patterns. Monitoring of each term occurs looking for patterns and victims and perpetrators. Comparisons are made with previous terms and where repeat offenders are present what action has been taken and to what outcome. Each individual entry of bullying will also be monitored present time to establish the nature of the event and if the perpetrator has committed similar offenses will contribute to the school's response and sanctions.
- Monitoring results are presented to the school director team at three points per year.
- Students are encouraged to report suspected bullying to staff if they are a bystander and staff emphasise that part they play in preventing bullying and eliminating this from our culture.
- Following an incident of sexual harassment or sexual violence any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Cyberbullying *The school will ensure they access [Childnet's Cyberbullying guidance](#)*

- When responding to cyberbullying concerns, the school will:
 - Act as soon as an incident has been reported or identified.
 - Ensure all incidences are reported through Class Charts as a safeguarding concern, thus alerting the DSL team. The DSL team will then decide the appropriate course of action based on the offence/incident and choose appropriate actions from internal such as conversation with parents and students, red points on class charts or internal sanctions including in most serious cases exclusion, or, criteria has been met to escalate the incident/offence to the Kent Safeguarding Children Multi-Agency Partnership's single point of access for external support, guidance and intervention.
 - Identify whether the incident has committed an offence based on available guidance, the school's Acceptable use of ICT policy for students, if required Acceptable use of ICT for staff, or the law.
 - 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; School systems include Smoothwall protection from inappropriate material which alerts the IT manager and head of school.
 - 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 pupils' 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 parents and carers are informed of the incidents and where necessary agree sanctions such as class charts red points up to fixed term exclusions 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.
- Ensure all personal data is managed within GDPR requirements
- Provide information to staff and pupils 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.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, 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 to 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 Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
 - The school will do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made. (KCSIE 2023)
- *Pupils 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, requiring that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour policy is on an individual basis and discussed with the student and parent to find a suitable level of support and

outcomes based on all information available, that suits the individual case; this may include warnings, such as behaviour flow charts (see Appendix), detentions, 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, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

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

Guidance for school staff is available in; [Cyberbullying: Advice for headteachers and school staff](#) and the school's *Acceptable use of ICT by staff*, and *Acceptable use of ICT by students* policies.

- *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 Headteacher.
 - 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 Headteacher 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.

Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites:

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

9) 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 (child on child abuse) further information on procedures in the school safeguarding policy.
 - Recognise that in any incidence of child on child abuse that both the victim and perpetrator should be treated as at risk.
 - Recognises the potential for children with SEN and disabilities to be disproportionately 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. incidences of this including racism will be tackled assertively with a view to preventing it from happening again.
 - Be encouraged to use technology, especially 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.
 - Teaching to use educational elements to prevent and combat bullying. Such as;

- personal, social, health and economic education (PSHE)
- assemblies
- projects
- drama
- stories
- literature
- discussion of differences between people and the importance of avoiding prejudice-based language?

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers 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 brought to the schools' attention, which involves or affects pupils, 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:
 - Ensure all staff have a thorough induction process that includes: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, are aware of all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Ensure the DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role, including ensuring that they can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
 - 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 pupils' social and emotional skills, including building their resilience and self-esteem as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.
- All staff are required to complete training in online safety from the National Online Safety team
- Identify and combat issues of unconscious bias by the staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school
- All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. Policies and systems include behaviour, child protection, safeguarding policy and anti-bullying policy, covering the prevention and management of bullying including cyberbullying, prejudice-based and discriminatory bullying

10) Involvement of pupils

- *We will:*
 - Involve pupils 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 pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise pupil voice in providing pupil led education and support
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.
 - Teach staying safe online and the dangers of cyber-bullying and sexting through the wider curriculum, PSHE and relationships and sex education based on a wide view of what may happen to pupils, not only in schools but also beyond it.

11) Involvement and liaison with parents and 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 pupils, 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.
 - Ensure the school communicates and educates parents in online safety and safeguarding children at home from cyberbullying through signposting external organisations and their resources, email and telephone contact and regular updates of any widespread online risks such as items from the online safety advisors weekly update.

12) 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 and consider if the equality aspect is being applied and is effective.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- Effectiveness of mechanisms promoting student voice, such as school council, will be reviewed annually.

13) Useful links and supporting organisations

- 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
- Child Exploitation and Online Protection Command:
<https://www.ceop.police.uk/safety-centre/>

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
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- The use of social media for on-line radicalisation :
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
 - Cyber Choices :
<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
 - 'NPCC- When to call the Police' :

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

- [National Cyber Security Centre - NCSC.GOV.UK](https://www.ncsc.gov.uk)

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.srrc.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

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying