

# CRAMLINGTON LEARNING VILLAGE



## ANTI BULLYING POLICY

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Author	Mr D Clark, Deputy Head Teacher
SLT	Mr D Clark, Deputy Head Teacher Mr D Bell, Deputy Head Teacher
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## **ANTI BULLYING POLICY**

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Sept 2023	2.0	Section 6 updated with details of online bullying and roles and responsibilities of parents	
Sept 2024	3.0	Updated with details of the behaviour curriculum and the updated UAB Gold Standards Award	
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# ANTI BULLYING POLICY

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## 1. Aims And Context

### **Preventing Bullying By Promoting Shared Values**

Cramlington Learning Village School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation. The ethos of RESPECT permeates our work both inside and outside of classrooms.

*Cramlington Learning Village are Anti Bullying because:*

*We look after ourselves as we are important, we listen and try to understand others points of view, we are aware how our actions affect other people, we speak to others the way we would like to be spoken to. We accept that people have the right to be different.*

Cramlington Learning Village has 'no place for bullying' and this policy outlines what we will do to prevent and tackle any forms of bullying and harassment.

Since 2019 we have had volunteers from the student body working alongside staff to be trained as 'anti bullying ambassadors'. These pupils work alongside staff to support the antibullying curriculum and agenda and offer support for students. Every year since Feb 2021 we have used accreditation from the Anti-Bullying Alliance to examine our work on antibullying. As a result CLV has been awarded the 'Gold' standard accreditation for its work on this issue. Only 4% of schools nationally who apply for the award achieve Gold Status and we are proud of the students and staff for this achievement.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## 1. Legislation

Schools' duty to promote good behaviour:

- A. Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- B. Equalities Act 2010
- C. Keeping Children Safe in Education September 2025

## 2. Definitions Of Bullying

We use the Anti Bullying Alliance's definition of bullying with staff and students:

***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.***

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between perpetrators and the target. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. This could involve a target who is affected by repeat behaviour from multiple perpetrators. 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.

(DfE Preventing and Tackling Bullying 2017)

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such. Bullying occurs in all types of relationships, not just child: child. The above definition applies to adult:adult, adult:child and child:adult relationships and can involve governors, staff, parents or students as perpetrators or targets.

## **2.1 Key Features of bullying**

Bullying is deliberately hurtful. It typically has seven elements:-

1. *an initial desire to hurt*
2. *the desire is expressed in action*
3. *someone is hurt either physically or emotionally*
4. *there is an imbalance of power*
5. *it is without justification*
6. *it is typically repeated*
7. *there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

## **2.2 Bullying can typically take four forms**

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups*

4. Inappropriate use of information technology – *which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images.*

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or being a young mother, gender reassignment or some form of disability. Bullying is always significant to the person being bullied.

All these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our school community to view bullying as anti-social behaviour which is unacceptable and which will not be tolerated.

### **3. Types Of Bullying**

#### **3a) Cyber Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content in digital form. The Education Act 2011 amended the power in the Education Act 1996 to allow that, when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, the staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (DfE Preventing and Tackling Bullying 2017)

#### **3b. Protected Characteristics Targeted Bullying**

##### **a) Racist and Religious / belief Bullying**

The Macpherson Report (1999) defines racist bullying as "any incident which is perceived to be racist by the target or any other person".

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry

- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines onto the school premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

### **b) Sexual Bullying**

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material
- Graffiti with sexual content
- Upskirting
- Sending or requesting nudes
- Characterised by misogynistic attitudes or beliefs

In its most extreme form, sexual bullying takes the form of a sexual assault. Under these circumstances police would be involved as these are criminal offences.

### **c) Sexual Orientation**

Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval. What distinguishes homophobic bullying from other forms of bullying is the language which is used. Incidents can include:

- Verbal abuse – name calling, homophobic jokes, offensive mockery / mimicry
- Physical aggression or threats
- Malicious gossip

### **d) Disabilities**

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties, their appearance or the support they access. This is compounded by the fact that these children and young people may not be able to articulate their experiences. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference
- find it more difficult to resist bullies
- be more isolated, not have many friends
- not understand that what is happening is bullying
- have difficulties telling people about bullying

### **e) Gypsy, Roma and travelling communities:**

Racism and bullying due to ignorance of Gypsy, traveller and Roma communities compounds the challenges they face. Although official government statistics show that these communities

make up just 0.3 per cent of secondary school pupils in England they have higher overall and persistent absence rates than any other ethnic group in England's school system. They also have the lowest average attainment scores at key stage 4.

**f) Other areas of bullying**

We closely monitor bullying through other areas of the Equalities Act 2010 including. Age, Gender Reassignment, Marriage and Civil partnership, Pregnancy and maternity. Looked after Children (LAC), Young Carers and students with Special Educational Needs and Disabilities (SEND) also experience higher levels of bullying (DfE 2017) and also require monitoring.

**3.c Bullying and its Impact**

Although bullying can occur on journeys to and from school, much of it takes place in school. Online activity continues to be an area where pupils are increasingly exposed to the risks of bullying. (see section 8) Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group.

Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through, for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

**Those who are being bullied may experience:**

- Unhappiness

- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Poor attendance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

**And may exhibit the following:**

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Destruction of books or clothes
- Inadvertent loss of possessions and money
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

#### **4. Preventing Bullying**

Our work to prevent bullying starts with the culture and ethos of respect and trust. We actively encourage and develop an ethos of trust with young people in school and families so that young people feel confident that they can share when they are feeling vulnerable or experiencing bullying behaviour.

1. We will use our Home group system to allow all pupils to have a trusted adult in school (The Learning Guide) that pupils can speak to and feel listened to.
2. If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Students who experience bullying must know that their concerns will be taken seriously and recognise that investigations take time.
3. We must also make it as easy as possible to report bullying: through the learning guide, pastoral staff or parents; via Gmail and through surveys.
4. We will ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; that students abide by the anti-bullying policy.

5. We will report back to parents/carers regarding their concerns on bullying and ensuring that effective communication is maintained when monitoring and managing bullying. We will work with parents/carers to uphold the anti-bullying policy.
6. We will educate students through assemblies, Home group time and the PSHE curriculum so that they understand bullying related to child-on-child abuse, and gender and sexual harassment linked to KCSIE safeguarding responsibilities.
7. Teaching a high quality PSHE and Well Being Curriculum to all pupils which helps pupils understand the types of bullying, how to respond and the impacts.
8. We will teach all pupils about our behaviour curriculum around our key principles of Ready, Respectful and Safe

## THE CRAMLINGTON WAY



**WE ARE READY**

WE ARE READY

WE ARE READY

- **UNIFORM**
- **ATTITUDE**
- **EQUIPMENT**

WE ARRIVE ON TIME EVERY DAY READY TO LEARN WITH A POSITIVE ATTITUDE

**WE SHOW RESPECT**

WE SHOW RESPECT

WE SHOW RESPECT

- **KIND**
- **POSITIVE**
- **HELPFUL**

WE RESPECT OURSELVES, OUR SCHOOL, STUDENTS AND STAFF

**WE FEEL SAFE**

WE FEEL SAFE

WE FEEL SAFE

- **AWARE**
- **CARE**
- **SHARE**

WE ARE SUPPORTED TO KEEP SAFE AT ALL TIMES INCLUDING ONLINE AND TO SHARE CONCERN

9. We will discuss, monitor and review our anti-bullying policy on a regular basis
10. We will support staff to promote positive relationships based on respect and to identify and tackle bullying appropriately
11. We will train all staff in safeguarding practices and on how we can prevent bullying in our school
12. We will enlist the support of students in our anti-bullying work by actively seeking and listening to their views regularly through surveys, student voice and by recruiting and training Anti-Bullying Ambassadors
13. We will use the expertise of the senior pastoral staff who meet regularly to review the actions taken in school to prevent bullying at the Pastoral Panel
14. We will use 'Intervention Modules' to teach specific knowledge about types of bullying to individuals involved in bullying
15. We will seek to learn from good anti-bullying practice elsewhere and utilising support from relevant organisations when appropriate for example The Diana Award, NSPCC, Anti-Bullying Alliance and Stonewall.

### 5.1 Identifying And Responding To Bullying

1. Encourage students to talk to staff about their concerns and reassure them that they will always be listened to and kept safe. This will include not only students who are being bullied but also those who wish to report any incident of bullying.

2. Make sure that any report of bullying is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place. Following investigations we will make sure that the outcome is made known to those involved and the situation monitored closely following the incident.
3. Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
4. Ensure that staff are alert to the possibility of bullying taking place, e.g. via communication from the pastoral team and regular CPD opportunities available to all staff.
5. Be vigilant for bullying incidents during social times and at key transition times in the day through staff on active duties across the site maintaining a positive presence and ensuring our school environment is well supervised. Staff are required to report and record incidences, allegations and potential bullying on Behaviour Tracker and CPOMS.
6. Actively create 'safe spaces' for vulnerable students and provide any additional support required e.g. nurture groups, school counselling service, mentoring programmes.
7. Work with staff and outside agencies to identify all forms of bullying. We aim to ensure that the whole school community works together towards shared goals on this issue.
8. Develop ways to give students confidence to report bullying issues in school (anti-bullying ambassadors).
9. Consider all opportunities for addressing bullying including curriculum opportunities through our well-being programme, through key messages in assemblies and displays around the site, student focus groups and through peer support
10. Explore and celebrate differences and diversity through a wide range of events within/outside of the curriculum.
11. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience. We will seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action.
12. Ensure that all staff manage learning within a respect framework and model non-bullying behaviour so that our methods of teaching and control do not endorse bullying tactics.
13. Regularly consult with stakeholders on the issue of bullying so that they can say what they think and feel. These include students, school staff, parents/ carers, governors.

## **5.2 Involvement Of Students**

School will:

1. Ensure that all students are aware of the Anti Bullying Policy and sign up to the school's Anti Bullying pledge at the start of each year
2. Regularly canvas young people's views on the extent and nature of bullying
3. Ensure students know how to express worries and anxieties about bullying
4. Ensure that students are aware of the range of sanctions which may be applied against those engaging in bullying
5. Involve students in anti-bullying work e.g. reviewing the Well Being programme, campaigns in school
6. Offer support to students who have been bullied
7. Work with students who have been bullying in order to address the problems they have

### **5.3 Engaging and working with Parents / Carers**

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying.

School will:

1. Ensure that parents/carers know whom to contact if they are worried about bullying
2. Ensure good communication between school and home if a concern around bullying is made and involve external agencies
3. Work with parents/carers and the local community to address issues beyond the school gates which give rise to bullying
4. Share information about how parents can help to reduce the risks to their child and support their child and school with our aims and values

### **6.1 Dealing With Bullying**

Mr D Clark, Deputy Headteacher (JLV) and Mr D Bell, Deputy Headteacher (SLV) are responsible for our anti bullying strategy. They work in liaison with the learning managers, pastoral co-ordinators and anti-bullying 'lead teachers'.

All staff at Cramlington Learning Village are made aware of the anti-bullying policy and it is available on the school website to ensure staff are aware of the procedures and strategies used. There is effective monitoring, recording and analysing of the frequency and nature of bullying via the use of incident sheets being completed and recorded.

Staff are aware that incidents of bullying in classrooms e.g verbal abuse (including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and wellbeing of those being bullied – pastoral staff will assume responsibility for this following a referral.

Sanctions applied to pupils involved in abusive or bullying behaviour are subject to the full range of sanctions used at school as defined in the school Behaviour Policy

### **6.2 Dealing With Bullying Outside School**

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/ on transport deemed to have a serious impact on the school community will be dealt with using this policy.

Online or cyber bullying can be a prevalent form of abuse and bullying for young people. Whether on social media sites, through a mobile device, or gaming sites, the effects can be damaging and lasting. Pupils can be a target, bystander or perpetrator using online sites. Pupils easily misinterpret 'jokes' and perpetrators often mask their intended abuse as 'banter'. Online conversations between individuals can be hijacked by large numbers of online bystanders which can quickly spiral out of control. Being added to large chat groups and being sent unsolicited messages are all part of a

concerning pattern of behaviour that can take place away from the traditional supervision of parents and school.

We have a clear programme of study in our PSHE lessons which support young people to avoid the problems of online activity and what to do if they are subjected to online abuse or bullying. As a school we support parents and pupils where online bullying and abuse can impact pupils at school. However, our role in monitoring and responding to the activities of all our young people online is limited and must be supported by parents and carers fulfilling their responsibilities.

Parents have a clear role and responsibility to carefully monitor their child's online activity and internet access as well as providing guidance and setting boundaries about what they can and cannot do online.

- Thinkuknow provides helpful tips on agreeing and setting boundaries  
<https://www.thinkuknow.co.uk/parents/Secondary/Conversation-Starters/Reach-an-agreement/>
- Ensure your child uses the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for parental controls
- <https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. We actively encourage all our students to tell and to share their concerns. A multi agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses;
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises;
- Plan safe routes to school with the students;
- Talk to students about how to avoid or handle bullying outside school premises;
- Talk to the local police about specific problem groups and problem areas

### **6.3 Procedures For Dealing With Bullying**

1. When a member of staff is made aware that a student is being bullied **they must IMMEDIATELY report and record concerns, allegations or possible bullying behaviour through Behaviour Tracker or CPOMS.**
2. **The incident will then be investigated.** Appropriate statements will be completed by any staff and students involved – the alleged bully, the target, any witnesses, staff. Actions are recorded and implemented. These actions are reviewed by the anti-bullying panel.
3. **Teaching and support staff will be informed** to ensure support and close monitoring.
4. Appropriate support will be provided for the target, the bully and witnesses if appropriate. **The Learning Manager and Pastoral Co-ordinator will discuss the most appropriate strategy to be used for the particular case.**
5. This may include mediation and conflict resolution.
6. Parents will be contacted and will be invited into school to meet with staff where appropriate.

7. Following the incident **both the target and the bully will need support** to ensure there is no recurrence and the **situation will be monitored** for a period of time following the incident.
8. **A multi agency approach may be adopted** if appropriate to the individual case e.g. with involvement of: School Counsellor, Family Support, Attendance Manager, Education Welfare Officer.

#### **6.4 Sanctions will be appropriate to the individual case and may include the following sanctions**

1. Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
2. Detentions at lunchtime, after school (by prior notification)
3. Restorative conversations to educate the perpetrator(s) on the impact of their actions
4. Phone call /email to discuss the matter with the perpetrator's parent / guardian
5. Seating plan changes
6. Placing on daily report
7. Meeting in school with parents / guardians
8. Removal from parts of a timetabled curriculum for a fixed period of time
9. Class / Group or population changes
10. Isolation
11. Referral to external agencies including the Police
12. In serious cases suspension may be a consideration
13. Permanent Exclusion

A record of the incident and outcomes are kept in the school Bullying log.

### **7. Monitoring And Evaluation**

We will review this policy annually as well as if incidents occur that suggest the need for review. Monitoring is essential to help assess progress and evaluate the impact of the anti bullying policy.

Analysis of incidents, trends and actions are shared with our Governing body through the Standards and Outcomes Committee each half term. Information includes the types and number of bullying incidents, analysis of the nature of incidents including instances of group bullying, cyberbullying and bullying allegations taking place outside of school. A link governor is appointed to monitor anti-bullying actions taken in school. The governor with current responsibility for anti-bullying is IVAN WINTRINGHAM.

Monitoring will include:

1. Regular meetings of the Pastoral Panel review records and reports of bullying concerns made by pupils, staff and parents from Behaviour Tracker and, CPOMS. This information is used to evaluate the actions in dealing with bullying incidents, provide further support for pupils affected by bullying and inform our curriculum planning.
2. Surveys are carried out on an annual basis to provide information on:
  - Safety of students
  - Areas of school where students feel unsafe and why
  - Types of bullying
  - Frequency

- Who students tell
- Actions taken and by whom
- Gaining information from students about what we are doing well, what else they feel we can do etc.

The outcomes of surveys are used proactively to inform our anti-bullying strategies, the messages we give to staff and students, the pastoral support we offer and well-being programme updates.

## **8 Additional Information**

### **8.1 Links to other policies**

1. [Online Safety Policy](#)
2. [Behaviour Policy](#)
3. [Safeguarding Policy](#)
4. [Equalities Statement](#)

### **8.2 Specialist organisations**

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

#### **Cyber-bullying and online safety**

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.

**Digizen:** provides online safety information for educators, parents, carers and young people.

**Internet Matters:** provides help to keep children safe in the digital world.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

#### **LGBT**

**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH: (Educational Action Challenging Homophobia)**: provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Proud Trust**: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

**Stonewall**: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

**Mencap**: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

## **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.

**Educate Against Hate**: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card**: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

**Kick It Out**: Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA**: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer targets for support through partner agencies.

**Anti-Muslim Hatred Working Group**: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

## **Sexual harassment and sexual bullying**

**Ending Violence Against Women and Girls (EVAW): A Guide for Schools**. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body**: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

## Appendix 1: Certificate From Anti Bullying Alliance

