KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

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2020 Anti-bullying Policy

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Related Documents/Policies

Reference	Title
	Behaviour for Learning Policy (2020)
	Safeguarding Policy (2020)
	Digital Safety and Acceptable Use Policy (2020)
	PSHCE and RSE policy (2020)
	SEN Policy (2020)
	Suicide-Safer School Policy (2020)
	Self-harm Policy (2020)

Jane Glendenning (DSL) is responsible for reviewing and updating this procedure.

CONTENTS

We will fulfil our local and national responsibilities as laid out and identified in the following documents:

> The Education and Inspections Act 2006 (Sections 89, 90 and 91)
> Education Act 2011
> Children Act 1989
> The Equality Act 2010 (Part 6)
> Children and Families Act 2014 (Part 3)
> Keeping Children Safe in Education 2019
> Working Together to Safeguard Children 2018
> Protection from Harassment Act 1997
> Malicious Communications Act 1988
> Public Order Act 1986
> Special Educational Needs and Disabilities (SEND) Code of Practice
> House of Commons briefing paper 4 February 2020: Bullying in UK Schools
> Public Sector
> Bullying in England April 2013 to March 2018, November 2018. Department for Education (DfE)
> Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017. DfE
> Cyberbullying: advice for headteachers and school staff and Advice for parents and carers on cyberbullying 2014 (DfE)
> Relationships education, relationships and sex education (RSE) and health education, June 2019. DfE
> Improving behaviour in schools, 2019. Education Endowment Foundation
> Below the radar, 2014. Ofsted
> No place for bullying, 2014. Ofsted

AIMS AND VALUES

This policy will help staff to achieve the vision of the school, which is that the staff and Governors "are committed to the nurture and development of all those who learn here and seek to inspire all to be their best. We embrace the transformative power of education and value a love of learning and intellectual curiosity. We support all within the school to find, develop and enjoy their interests and passions. Our school offers vibrant extracurricular opportunities and participation is both valued and celebrated. We are a happy and caring school which values and takes pride in diversity and celebrates individuality.

Our purpose is developing students with empathy, understanding and appreciation for other views and opinions. We support the girls to develop friendships which will last long beyond their time here and empower them to grow into independent, strong women who are equipped with the flexibility and moral courage to deal with the challenges of the modern world."

We will endeavour to provide an environment where every student can feel:
● safe;
● healthy;
● able to enjoy and achieve;
● able to contribute to future economic well-being; and
● able to make a positive contribution.

STATEMENT OF PRINCIPLES

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Therefore, to protect the rights of all students and to ensure that they have a safe and secure learning environment, King Edward VI Handsworth School for Girls will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate students and their ability to learn. If such a case arises, the staff

at King Edward VI Handsworth School for Girls will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively; and
- keep all other students safe, happy and confident.

WHAT CONSTITUTES BULLYING?

"Bullying is not an individualised behaviour committed by one or more students against another; it is a group phenomenon. Children play different roles, whether they are the assister, whether they are the defender – whether they egg things on; they keep things going. And the actual ring-leader bully might not have to do the work because they have their 'entourage/squad/posse'. (Dorothy Espelage, professor of psychology at the University of Florida.)

"Even those not in that 'club' can be part of the problem too. Bystanders can be key to bullying; bullying rarely happens without an audience. The audience 'boosts' the bully's status and makes them feel more powerful. Ridiculing someone with no witnesses is only going to give them so much sense of reward, whereas putting someone down in front of a big group of other children is a totally different story, so the bystanders actually play a huge role in this." (Jaana Juvonen, professor of developmental psychology at UCLA.) So, theoretically, an entire class could be playing a role in maintaining a culture of bullying, even if only through bearing witness and not reporting it.

Clarification of terms

There is no legal definition of bullying, but the Department for Education (DfE) defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally. Bullying is often aimed at certain groups, for example because of their race, religion, gender or sexual orientation.

There is often confusion over the difference between banter and bullying. The Cybersmile Foundation and Instagram research study 'Banter or bullying' asked young people when they thought the line was crossed from banter to bullying. 76% of respondents stated it was when it upset the other person; 71% said it was when it make people feel scared or intimidated and 58% said when it becomes personal.

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both those who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power: people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

In the Ditch the Label annual bullying survey 2019 circa 50% of all respondents said that they thought they were bullied because of other people's attitudes to their appearance or attitudes towards their interests or hobbies. Only 35% of the respondents who had been bullied were targeted based on only one characteristic – the rest endorsed to or more categories. For example, 20% of the sample selected both "appearance" and "the clothes I wear" as reasons for being bullied. These two are closely related, and it demonstrates that how one looks is the most common reason for being victimised.

Evidence also shows that teenagers are reluctant to acknowledge negative attitudes towards stigmatised groups, but bias-based harassment and bullying still happens.

A detailed breakdown of the type of bullying experienced (April 2013-March 2018 Department for Education. Analysis on 10-15 year olds from the Crime Survey for England & Wales, November 2018)
- Around 17% of children aged 10-15 were bullied in the previous 12 months in a way that made them frightened or upset;
- rates of bullying were higher in females than males;
- females reported higher rates of cyberbullying (9%) than males (5%);
- being called names, sworn at or insulted (79%);
- having rumours spread about them (47%);
- being pushed or shoved (43%);
- being ignored or left out (34%);
- being threatened with physical violence (32%);
- being physically hurt (31%);
- damaged their belongings (11%);
- theft of money or belongings (9%).

Types of bullying
Homophobic/Biphobic bullying
Homophobic/Biphobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Find out more about Homophobic/Biphobic bullying from Bullying UK
Identity based bullying
Children and young people are too often bullied in schools because of their (or family and friends') race, faith, gender, disability, sexual orientation or trans status, irrespective of whether those differences are real or perceived. All schools have to show due regard to the public sector equality duty (PSED). This means our school will actively consider this duty when reviewing evidence of bullying at school to ensure that efforts to prevent and tackle discriminatory bullying are targeted and effective. The PSED covers those with 'relevant protected characteristics': age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. Find out more about Identity based bullying from the Anti-bullying Alliance
Race and Faith targeted bullying
Race and faith targeted bullying is bullying that is perceived by the victim or any other person to be racist or bullying that targets a person's faith. All incidents of racist bullying constitute a racist incident. However not all racist incidents would constitute racist bullying. Find out more about Race and Faith targeted bulling from the Anti-bullying Alliance
SEND bullying
Disabled children, those with SEN, or students who have friends or family who are disabled or have special education needs, are more likely to experience bullying in school. Find out more about SEND bullying from the Anti-bullying Alliance
Sexual bullying
Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology. Find out more about Sexual bullying from Beyond bullying
Transphobic bullying
Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans, or because they have friends or family who are, but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. Find out more about Transphobic bullying from Beyond bullying

Cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target someone. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. The police do, however, have the powers and the technology to trace IP addresses and when, where and how inappropriate messages are sent. Find out more about Cyber bullying from ChildLine

The DfE advises that parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. (DfE Advice for parents and carers on cyberbullying, November 2014).

Types of cyber-bullying

The Ditch the Label annual bullying survey 2019 found that 1:4 young people now have anticipatory anxiety about being abused online. This could take the form of:

● **Flaming/trolling:** online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged. The aim of flaming is to cause reactions and people often get enjoyment from the victim's distress.
● **Catfishing**: creating fake profiles on social network sites, apps and online.
● **Denigration:** putting unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
● **Exclusion:** intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities. This is a form of indirect bullying.
● **Outing/exposing:** sharing or coaxing someone into revealing secrets online including private information, pictures, and videos. Usually involves screenshotting and forwarding to others.
● **Trickery:** tricking someone into revealing personal information then sharing it with others.
● **Impersonation:** pretending to be someone else when sending or posting mean or false messages online.
● **Harassment:** repeatedly sending malicious messages to someone online.
● **Cyber-stalking:** repeated messages that include threats of harm, harassment, intimidation or engaging in other online activities that make a person afraid for his or her safety.
● **Online sexual harassment**: sending unwanted images or messages of a sexual content. This could include trying to persuade someone into returning images of themselves and/or doing something they are not comfortable with.
● Conducting an Internet poll about the victim. Questions in the poll may vary including everything from who is ugly and who smells to who is dumb and who is fat.
● Sending viruses, spyware or hacking programs to the victim in order to spy on the victim or control his or her computer remotely.
● Using a camera phone to video and later share a bullying incident; downloading a video of something humiliating and posting it to YouTube in order to allow a larger audience to view the incident; sharing a video via mass e-mail or text messaging to humiliate and embarrass the victim.
● Creating an incident that causes another person to become upset or emotional and then record the incident. This type of activity is often referred to as cyberbaiting.
● Engaging in Subtweeting or Vaguebooking: posting tweets or Facebook posts that never mention the victim's name, yet the victim, the bully and often a larger audience know who the posts are referencing.
● Using subtle posts and tweets to fuel the rumour mill while avoiding detection by teachers, administrators, and parents.

See www.bullying.co.uk/cyberbullying/what-is-cyberbullying/ for further information and advice.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:
● Being upset after using the internet or their mobile phone;
● Unwilling to talk or secretive about their online activities and mobile phone use.
● Spending much more or much less time texting, gaming or using social media.
● Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
● After texting or being online they may seem withdrawn, upset or outraged.
● Not wanting to go to school and/or avoiding meeting friends and school mates.
● Avoiding formerly enjoyable social situations.
● Difficulty sleeping.
● Low self-esteem.

Prejudiced Behaviour
The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

See Appendix 2 for further details on protected characteristics and hate crime.

All young people have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour for Learning Policy and School Pastoral Procedures.

Actions NOT considered to be bullying:
● not liking someone;
● being excluded;
● accidentally bumping into someone;
● making other students play things a certain way;
● a single act of telling a joke about someone;
● arguments;
● expression of unpleasant thoughts or feelings regarding others; or
● isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

REASONS FOR BULLYING

Some reasons why young people might bully someone include:
● they think it's fun, or that it makes them popular or cool;
● they feel more powerful or important, or they want to get their own way all the time;
● they feel insecure or lack confidence or are trying to fit in with a group;
● they are fearful of another person's differences;
● they are jealous of another student;
● they are unhappy; or
● they are copying what they have seen others do before, or what has been done to them.

THE SIGNS AND SYMPTOMS OF SOMEONE BEING BULLIED:

● defensive body language;
● self-harm;
● sadness;

- avoids eye contact;
- irrational behaviour;
- crying;
- stops doing activities they enjoy;
- regularly truants from school;
- change in personality;
- extreme reactions;
- fall in grades;
- becomes a school refuser;
- inability to effectively communicate;
- always seems to have a 'phantom illness';
- depression;
- isolates themselves from social groups;
- begins to emulate negative behaviour displayed by other students.

THE EFFECTS OF BULLYING

Being bullied has been consistently identified as one of the key risk factors for poor wellbeing and mental ill-health across multiple studies. All forms of bullying cause psychological, emotional and physical stress. Each person's response to being bullied is unique, however some signs that may point to a bullying problem are:
- depression and anxiety;
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness. The international Health Behaviour in School-aged Children study, (2001-14), showed that bullying victims were less likely to perceive their classmates to be kind and helpful compared to non-bullied students (59.8% versus 75.1%). Bullied students were also more likely to report that classmates did not accept them as they are (58.4% compared to 83.0%). As a result, bullied children are three times more likely to report feeling like an outsider at school (42.0% versus 15.0%);
- loss of interest in activities they used to enjoy;
- unexplainable injuries;
- lost or destroyed clothing, books, electronics, or jewellery;
- frequent headaches or stomach aches, feeling sick or faking illness;
- changes in eating habits, like suddenly skipping meals or binge eating. Students may come home from school hungry because they did not eat lunch;
- difficulty sleeping or frequent nightmares;
- declining grades and loss of interest in schoolwork. Using data on 7,000 school pupils participating in the Longitudinal Study of Young People in England, aged between 13 and 16 years, a 2019 Lancaster University Study found that if a child has experienced bulling, it reduced the probability of success in age 16 high stakes exams by about 10% and the probability of staying in education past 16 by 10%. The anti-bullying charity Ditch the Label found a correlation between self-reported grades and bullying in its 2014 survey of children and young people, respondents reporting that the greater their experience of bullying, the lower the average grade in maths, English and science.
- not wanting to go to school. In the 2019 Girl Guides Girls' attitude survey, of the girls and young women aged 7 to 21 who had experienced a form of bullying, 38% wanted to avoid school/college, and 20% did not want to go out alone;
- sudden loss of friends or avoidance of social situations; and
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

Cyberbullying impacts
An academic review of literature on self-harm, suicidal behaviours and cyberbullying involving children and young people resolved that 28 of the 33 reviewed studies identified some form of negative association between cybervictimisation and suicidal behaviour. To a lesser extent, preparators of cyberbullying were also at risk of suicidal behaviours and thought compared to non-preparators and victims. The review's findings were that

cyberbullying victims were 2.35 more likely to self-harm compared to the rest of the population, 2.57 times more likely to attempt suicide, and 2.15 times more likely to have suicidal thoughts.

ROLES AND RESPONSIBILITIES

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

A copy of this King Edward VI Handsworth School for Girls Anti-bullying Policy is available from the school office and on the school website for parent/carers, staff and students to access when and as they wish.

Although bullying in itself is not a specific criminal offence in the UK, the gov.uk website sets out bullying incidents that should, where discovered, be reported to the police because they are illegal. These include:
• violence or assault;
• theft;
• repeated harassment; intimidation; or communications, e.g. name calling, threats and abusive phone calls, emails or text messages under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986;
• hate crimes.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

School staff members also have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only to the extent that it is reasonable for the school imposing the penalty to regulate the student's conduct in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in public communal areas.

Where bullying is reported to school staff, it should be investigated and acted on. During school hours, including while students are taking part in school visits, after school clubs and during extra-curricular activities, the school has responsibility to ensure students feel safe and secure. Staff can only impose disciplinary sanctions and implement that sanction whilst on the school premises or when the student is under the lawful control of school staff, for instance on a school trip. The school and staff are not responsible for incidents that happen online outside of school hours. If this is brought to our attention, the Headmistress will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in our local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

The role of Governors
The Governing Body supports the Headmistress in all attempts to eliminate bullying from the school. The Governing Body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Governors require the Headmistress to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the Headmistress
It is the responsibility of the Headmistress to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headmistress will report to the Governing Body about the effectiveness of the Anti-bullying Policy on request.

The Headmistress and Senior Leadership Team have high expectations of behaviour which are applied consistently, with similarly consistent responses to any pupils who engage in minor or other disruptive behaviour. Staff, pupils and parents know what is expected of them and any transgressions by pupils are met with a robust response.

It is the Headmistress who must ensure that all students know that bullying is wrong, and that it is unacceptable behaviour in school. The Headmistress will draw the attention of students to this fact at suitable moments. For example, the Headmistress may decide to use an assembly as the forum in which to discuss with the students why bullying is wrong; to celebrate differences and diversity in terms of all protected characteristics; or promote whole school activities during Anti-bullying Week.

The Headmistress will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headmistress will set the school climate of mutual support, inclusivity, and praise for success, thus making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff
Members of staff will do all that they can to eradicate bullying and support a student who is being bullied by ensuring they follow this Anti-bullying Policy.

Bullying is more likely to happen at times of less adult supervision and at times of transition. Research shows that bullying tends to start face to face (often at school) and then 'goes' online. Bullying on the way to and from school is almost as prevalent as online bullying. It is vital that members of staff keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that staff are aware of what type of bullying is happening, who it's happening to and where it's happening.

The Education Endowment Foundation's 2019 report 'Improving behaviour in schools' argued that bullying is best reduced through staff knowing pupils, understanding the specific context of behaviour, applying cross-curricula anti-bullying strategies, and effective classroom management that promote engagement and respect.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Subject Leaders are able identify, and incorporate into schemes of learning, the links between personal, social and health education, religious education and other curriculum areas, and there is a strong emphasis on ensuring that pupils are able to extend and apply their learning across subjects.

Staff will address the underlying social structures that exist within peer groups, through talking explicitly about "power" with students and teaching them about leadership. They may use drama, role-play, stories etc. within the curriculum, to help students understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. The Behaviour for Learning Policy outlines how to use praise and rewards and to celebrate the successes of all students, and thus to help create a positive atmosphere.

It is important that the student responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Pastoral Team with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Pastoral Team to address the issue.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead (DSL) and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of *Keeping Children Safe in Education.*

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a student engaging in bullying.

In line with the revised Keeping Children Safe in Education 2019, the School needs parents to be aware that there may be circumstances when it is appropriate for staff to use reasonable force to safeguarding young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people. With regards to this policy this may be in order to break up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm. All members of the Senior Leadership Team have received training in restraint.

Pastoral Team
The Pastoral Team have additional responsibility to monitor CPOMS (our Child Protection Online Monitoring System) and Smoothwall reports, and look for patterns of behaviour that needs addressing. Any incident which is reported is investigated fully and sensitively and will involve either telephone or face to face conversations with parents/carers where appropriate.

In accordance with the Education Act 2011, when an electronic device, such as a mobile phone, has been seized by a staff member, members of the Pastoral Team can examine data or files on the device, and delete these, if there is good reason to. DfE guidance states that parental consent is not required to search through a young person's mobile phone. If a member of the Pastoral Team has reasonable grounds to suspect the device provides evidence that an individual has committed an offence, it will be retained and passed to the police.

Bullying in the workplace
Incidents, where it has been deemed that a member of staff has been bullying a student, will be taken very seriously. The Headmistress, with the support of the Governing Body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headmistress being involved in such incidents, reports will be given immediately to the Chair of Governors who will also take formal action where necessary.

The role of parent/carers
The 'State of the Nation 2019: Children and Young People's Wellbeing research report' by the DfE states that the presence of certain protective factors (such as high-quality friendships and family relationships) may mitigate the negative impact of bullying on wellbeing.

To avoid cyberbullying, parents must ensure that e-devices are kept and used in a shared space in the home. The police advise that young people should not have internet access in their own rooms.

Encourage the family to have times when all e-devices are turned off and at the very least, one hour before going to bed. (Search 'Bedtime Stories' video by Papyrus on YouTube to see the possible ramifications of late night reading of posts online.)

Parent/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should ask their child to contact their Form Tutor immediately. If they are not satisfied with the action later taken, they should contact the Pastoral Leader. If they remain dissatisfied, they should contact the DSL. Parent/carers have a responsibility to support the school's Anti-bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the Home-School Agreement.

There are ways that people who send emails can be tracked by internet service providers and the police. All emails carry information which shows the path the email has taken to get to a computer.

Internet service providers (ISP) have contact email addresses for complaints about email and Cyber Bullying coming from their network and this will normally be abuse@hotmail.com, abuse@btinternet.com or whichever system the sender is using. When the network replies, do not reply to the email or delete it, but forward the whole thing to the sender's ISP.

Sending abuse by email or posting it into a web board can be harassment and if this has happened to your daughter then you need to make a complaint directly to the police.

In general, we will discuss any Safeguarding concerns with parents/carers before approaching other agencies, and will seek parental/carer consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. Parents/carers need to be aware that it may be necessary on occasions to record conversations to protect parties involved.

The role of students
Students are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the students are taught a number of strategies to help them with this.

Students are also encouraged to participate fully in activities that raise their awareness about bullying and to increase their empathy, in order that they clearly understand what to do if they, or another student, are being bullied. Students have the opportunity to provide feedback; generate ideas; and take ownership of these anti-bullying activities through form assemblies; PSHCE pupil voice; or the School Council.

Research has clearly demonstrated that bystanders play a significant role in bullying so if you know bullying is going on, report it. Help the person being bullied. Send them a private message and tell them you don't agree with what is happening.

If you're getting rude comments by instant messenger try to save or take a screenshot of all the messages, print them out and give them to your parents. If online material is upsetting and inappropriate, either the offending individual may take down the material voluntarily, or the social networking site may be contacted directly to request that the content be taken down, if it is breach of their terms and conditions and can therefore be removed. In the case that material posted is suspected to constitute an offence e.g. if the messages are threatening or if there are so many of them that they could be considered to be harassment the police should be contacted directly, and a record made. Change your IM details and only give them to genuine friends. Block the person sending the messages. It may be necessary to get a new phone number or email address and to be more cautious about giving out the new number or address.

Try to report harassing comments and fake profiles on whatever social media platform you use. There are always ways to report content.

Equally, think before you post! Don't share passwords or information you wouldn't want your parents or grandparents to see or know online, not even with friends. Is there anyone who might be inclined to re-post or share your information or picture in a way that might be hurtful?

Always look into the privacy controls on the websites or messaging programs you use – you can control who sees your profile and who can contact you.

How can you ensure you aren't accused of being a cyberbully?
When you make comments about someone else, imagine how you'd feel if someone said that about you. Often people make offensive comments without meaning to be hurtful, but 'banter' can be misinterpreted or easily turned into something more serious. Don't participate, like or share posts that bully another person.

If you think you are a cyberbully, stop. Your actions are hurting someone. If you post abuse about anyone online or if you send threats, you can be traced by the police and could be guilty of a criminal offence.

The content you post online now may reflect badly on you later when you apply to university or a job. Cyberbullies may lose their mobile phone or online accounts for cyberbullying. Also, cyberbullies and their parents may face legal challenges for cyberbullying. You may think that if you use a fake name you won't get caught, but there are many ways to track someone who is cyberbullying.

Often, there is a reason in someone's past that pushes them towards becoming a bully. If you think this is you, you can change. Tell an adult and ask for their help.

PREVENTION

Our school has created an ethos of good behaviour whereby students treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest.

We involve parents wherever possible to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects their child, and they reinforce the value of good behaviour at home.

All our students understand our school's approach and are clear about the part they can play to prevent bullying, including when they should be upstanders not bystanders. They also know that the school will implement disciplinary sanctions and that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable and that their behaviour is wrong.

The Senior Leadership Team (SLT) and Pastoral Leaders regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

We do our best to create an inclusive atmosphere in school by encouraging open discussions about the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also students with different family situations, such as looked after children or those with caring responsibilities. We also teach our students that using any prejudice based language is unacceptable.

In line with our safeguarding policy, procedures and training, staff make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on.

STRATEGIES TO REDUCE BULLYING

King Edward VI Handsworth School for Girls has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:
● the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others;
● tackling prejudice and promoting empathy and understanding for others through awareness and education of the Equality Act 2010 and protected characteristics;
● teaching students to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;
● staff model appropriate moral conduct and expect students to develop an understanding that they should not engage in bullying behaviour because it is not the right thing to do, rather than just because they are told not to do;
● staff reward positive behaviour and attitudes;
● Pupil Wellbeing Leads in school so pupils can speak to their peers and seek advice;
● MeeTwo app details shared with all pupils if they wish to discuss concerns anonymously with mentors and advisors from outside school;
● the reinforcement of the clear message that violence has no place at our school;
● consultation with the 'Student Voice' on appropriate action;
● take part in initiatives such as Anti-Bullying Week through assemblies;
● signing up to and putting in to practice The Birmingham Schools' Pledge against bullying aligned to the UNICEF Convention on the Rights of the Child;
● PSHCE curriculum in Year 7; Year 8; Year 11; Year 12 and 13 including discussion and exploration of bullying issues with students;
● training for all members of staff on the Anti-bullying policy and strategy;
● a clear policy of mobile phones not permitted to be in use during school hours;
● the celebration of all student's backgrounds, faiths and cultures through assemblies;
● raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet);
● staff keep up with online trends to ensure our practices and policies are up to date and we can provide the best information, advice, and support for everyone in our community;
● all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headmistress. Action will be taken and recorded;
● effective recording systems including CPOMS, Smoothwall and SIMS;
● work with multi-agency teams including police and children's services as appropriate;
● contact with the parents of both the student being bullied and the bully;
● sharing information with parents via the Parent Zone and Parent Info link on the school website and also at key events during the year, e.g. Year 7 Welcome Evenings and annual Online Safety workshops open to all parents;
● challenging sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language;
● challenging 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way.

Vulnerable pupils
Our staff support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. Data from the Office for National Statistics' Annual Crime Survey identified that some groups who were more likely to report being bullied included:

- young people with special education needs and disabilities, or a long-term illness;
- those living in the most deprived areas, living outside of London, or in one-parent households;
- those who had truanted within the last 12 months.

These young people are often the same young people who might need greater support to deal with the impact of bullying. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces.

INTERVENTION

Support for students who are bullied
King Edward VI Handsworth School for Girls supports students who are bullied and makes appropriate provision for a student's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the Pastoral Team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Discipline and tackling underlying issues of bullying
King Edward VI Handsworth School for Girls has disciplinary measures for pupils who bully in order to show clearly that their behaviour is wrong. Our disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. It is also important for us to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the student engaging in bullying may need support themselves.

REPORTING, SANCTIONS AND MONITORING

How to report bullying – student
Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends. When you observe a situation, intervene, and make it clear that such behaviour is totally unacceptable – do not ignore the bullying. **BE AN UPSTANDER**. Students are taught that silence is the bully's greatest weapon and are encouraged to tell themselves that they do not deserve to be bullied and that it is wrong. Students should also try hard not to show they are upset as bullies thrive on fear. It is important to be confident and walk away. To report an incident of bullying, students should:

- Speak directly to your Form Tutor and explain the situation. Students must report bullying directly to school, rather than via a parent telephone call. Staff at school can then act quickly to gather as much information as possible. Your Form Tutor will need to hear the information in your words.
- Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to your Pastoral Leader.
- All the relevant information will be recorded on an incident information sheet. All relevant facts need to be noted down in your own words, together with the name of the alleged bully, names of other students who are involved or are witnesses. Do not use the word 'bully'.
- This information will then be passed to your Pastoral Leader who has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate, if applicable, and record all the information on our CPOMS system.

- If the bullying is happening via social media, ensure that you do not delete what you have been sent. As part of our Behaviour for Learning Policy, we have the right to search an electronic device if we believe it contains data or files which have been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- Never be afraid to speak to a member of staff; we are here to listen and help you. Bullying is not tolerated at this school and our aim is to end it, not to make matters worse.
- We treat all information sensitively and only use it as a basis for action when appropriate.

Procedures – parents

If your child informs you that they are being bullied, it is important that you ask them to report it directly to their Form Tutor (for reasons listed above).
- Advise your child to report an incident of bullying promptly rather than retaliate. Fighting back (either physically or via social media) will only make matters worse. Look for unusual behaviour e.g. suddenly not wanting to come to school and then encourage them to speak to you.
- Take an active role in their education by asking how their day went, how they spent their lunchtime etc.
- Some children may feel that they are being bullied because there is something wrong with them. Try to re-establish their self-worth and confidence.
- In a minority of cases, parents may feel concern that aspects of their child's behaviour may well be a contributory factor to the bullying they are experiencing. Parents are urged to contact school and speak to the Pastoral Leader in order to work together to alleviate this.
- Ensure you have signed the Home-School Agreement to show you support our policy.

Whilst it is our responsibility to monitor students' behaviour in school, inappropriate online activity that takes place outside school is a matter for the police. If your daughter receives any inappropriate communication, it is your right to seek external advice and support. Cyberbullying therefore must be reported directly to the police.

Getting offensive content taken down

If online content is offensive or inappropriate, and the person or people responsible are known, they need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, parents should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

Procedures - staff
The following steps must be taken when dealing with incidents of bullying:
1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying. If a member of staff witnesses intimidation, they should of course, stop it immediately and direct students to follow the above procedures.
2. When dealing with an incident, it is important to be discreet in order to protect the victim and to avoid the alleged bully from escalating their behaviour.
3. Listen. Allow the victim the opportunity to tell their story. Remain calm and objective and do not display shock at what they are telling you. Use questions sparingly to coax out the story without it becoming an inquisition.

4. The Pastoral Leader must be informed immediately
5. A clear account of the incident will be recorded in writing by the victim on an incident form. Include: the nature of the incident; date; time; location; names of those involved. Avoid giving an opinion.
6. The Pastoral Leader will speak to all the students involved separately, gain a statement of facts from each of them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the students to tell you what happened.
7. When investigating an incident, only interrupt the student from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
8. Staff need to consider what was the explanation by all students involved? Can each of the students give the same explanation of the incident and also what is the effect on the students involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one student different from another and why? What is each of the student's own understanding of what occurred? Do the students know/understand what they are doing? Is the student's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the student have understanding of the impact of their behaviour on the other person? In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the DSL.
9. Never leave students to 'work things out for themselves'.
10. The incident will then be recorded on SIMS and CPOMS.
11. Parents will be kept informed by the Pastoral Leader.
12. All relevant parties will be kept informed of what has happened and what action has been taken. Subject and Form Teachers will be asked to monitor the situation.
13. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: restrictions of break and lunchtime activities; SLT after school detentions; fixed term internal inclusion (see Behaviour for Learning Policy); fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Headmistress may inform the police.
14. The Pastoral Team will endeavour to respond through restorative practice in order to resolve issues between students. This means that those who have been harmed are able to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.
15. The Pastoral Team may also refer either or both the victim and/or bully for further pastoral support, to focus on aspects of behaviour or self-esteem.
16. It is important that following the incident the students involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the students do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the students following the incident(s) are imperative. The Pastoral Leader will also monitor the situation to ensure that bullying does not reoccur.
17. There will be a biannual audit and analysis of incident logs taken from SIMS and CPOMS and interventions carried out, in order to continually improve practice.

King Edward VI Handsworth School for Girls has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, Governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Procedures for staff if you are bullied online
● You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
● Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
● Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.

- Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, The UK Safer Internet Centre www.saferinternet.org.uk .
- If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the Senior Leadership Team, and their union representative if they are a member.

The Professional Online Safety Helpline www.saferinternet.org.uk/professionals-online-safety-helpline is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Support
All members of the school community who have been bullied will be offered an immediate opportunity to discuss the experience with someone appropriate of their choice. They should reassure the victim and help restore their self-esteem and confidence.

Monitoring, evaluation and review
1. Governors, the Headmistress, and the DSL will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The school council will review the effectiveness of the policy annually and their views given to the DSL.
3. A record of all such incidents will be kept both centrally on CPOMS and on students' files.
4. The numbers of incidents will be reported to Governors annually or provided to them at any time on request.
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

APPENDIX 1:

Further sources of information
DfE behaviour and discipline in schools
Mental health and behaviour in schools advice for school staff
Counselling in schools
Keeping Children Safe in Education (KCSIE) 2019
Working together to safeguard children 2018
Legislative links
Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
Specialist organisations
The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.
www.ditchthelabel.org/ one of the largest anti-bullying charities in the world helping thousands of people aged 12-25.
www.DTLED.org contains a suite of free educational resources for teachers, designed specifically to tackle the root issues of bullying, and also to support teachers in helping young people overcome some of the issues that affect them the most.
www.nationalbullyinghelpline.co.uk/can be contacted via a helpline on 0845 22 55 787 (9am-5pm Mon-Fri) and at admin@nationalbullyinghelpline.co.uk.
www.childline.org.uk/ provides general advice on bullying, and under-19s can contact the charity about any topic, on 0800 1111, or log in to send confidential emails or participate in online chat.
www.anti-bullyingalliance.org.uk 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.
http://diana-award.org.uk The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
https://www.kidscape.org.uk 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.
https://restorativejustice.org.uk Restorative Justice Council: Includes best practice guidance for practitioners
https://youngminds.org.uk/media/1511/young-minds-bullying.pdf Parents' guide to spotting it, stopping it and providing support to your child.
Cyber-bullying and online safety
www.childnet.com Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
www.digizen.org provides online safety information for educators, parents, carers and young people.
Internet Matters: you can find information on cyber bullying and tips on how to bring up the issue with your child as well as providing 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.
www.gov.uk/government/organisations/uk-council-for-internet-safety 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.'
If you are a parent and are concerned about cyber bullying, you can contact Bullying UK through our support services www.familylives.org.uk/how-we-can-help on 0808 800 2222
https://www.saferinternet.org.uk/our-helplines where you can find online safety tips, advice and resources to help children and young people stay safe online.

www.cybersmile.org/ provides information and advice about anti-bullying resources and tools to get help for yourself or someone close to you.

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.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

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.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

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.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. 18

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

Samaritans. 24 hour listening support 116 123.

NHS counselling support. Birmingham Healthy Minds 0121 301 2525 (self-referral).

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

https://annefrank.org.uk/education/: 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.

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 victims 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.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

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.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Social networking site	Useful links
Facebook	Read Facebook's rules www.facebook.com/communitystandards Report to Facebook www.facebook.com/help/181495968648557
Instagram	Read Instagram's rules http://help.instagram.com/477434105621119 Report to Instagram http://help.instagram.com/477434105621119 Instagram Safety Centre http://help.instagram.com/369001149843369
Kik Messenger	Read Kik's rules http://kik.com/legal/ Kik Help Centre https://kikinteractive.zendesk.com/hc/en-us
Snapchat	Read Snapchat rules https://www.snapchat.com/terms Report to Snapchat https://support.snapchat.com
Tumblr	Read Tumblr's rules http://www.tumblr.com/policy/en/community Report to Tumblr by email support@tumblr.com If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	Read Twitter's rules https://support.twitter.com/articles/18311
Vine	Read Vine's rules https://vine.co/rules Contacting Vine and reporting https://support.twitter.com/articles/20175169
YouTube	Read YouTube's rules https://www.youtube.com/yt/policyandsafety/communityguidelines.html Report to YouTube https://www.youtube.com/yt/policyandsafety/en-GB/reporting.html YouTube Safety Centre https://www.youtube.com/yt/policyandsafety/en-GB/safety.html

Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace calls for them.

Some service providers such as Vodafone produce annual magazines for parents and carers (http://www.vodafone.com/content/digital-parenting.html), giving information and top tips for keeping your children safe online including cyberbullying.

Appendix 2:

Types of discrimination ('protected characteristics')
It is against the law to discriminate against anyone because of:
- Age;
- gender reassignment;
- being married or in a civil partnership;
- being pregnant or on maternity leave;
- disability;
- race including colour, nationality, ethnic or national origin;
- religion or belief;
- sex;
- sexual orientation.

You're protected from discrimination:
- at work;
- in education;
- as a consumer;
- when using public services;
- when buying or renting property;
- as a member or guest of a private club or association.

You're legally protected from discrimination by the Equality Act 2010. You're also protected from discrimination if:
- you're associated with someone who has a protected characteristic, for example a family member or friend;
- you've complained about discrimination or supported someone else's claim.

Action against discrimination
You can do something voluntarily to help people with a protected characteristic. This is called 'positive action'. Taking positive action is legal if people with a protected characteristic:
- are at a disadvantage;
- have particular needs;
- are under-represented in an activity or type of work.

How you can be discriminated against
Discrimination can come in one of the following forms:
- direct discrimination - treating someone with a protected characteristic less favourably than others;
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- victimisation - treating someone unfairly because they've complained about discrimination or harassment.

Hate crimes

Crimes committed against someone because of their disability, transgender-identity, race, religion or belief, or sexual orientation are hate crimes and should be reported to the police.

Hate crimes can include:
- threatening behaviour;
- assault;
- robbery;

- damage to property;
- inciting others to commit hate crimes;
- harassment.

You can report hate crime online.

Call 999 if you're reporting a crime that's in progress or if someone is in immediate danger. If the crime isn't an emergency, call 101 or contact your local police.

Appendix 3:

Sexual harassment

Girlguiding UK's 2015 survey found that three quarters of girls aged between 11 and 21 say anxiety about experiencing sexual harassment negatively affects their lives in some way—from what they wear and where they go to how they feel about their bodies.

The House of Common's Women and Equalities Committee in 2016 heard evidence on the impact of sexual harassment in schools and colleges from several sources in their 2016 investigation. The report stated that experiences of bulling and sexual harassment "normalised" sexual harassment and abuse and "makes it less likely that victims will identify behaviour as abusive and are therefore unlikely to report it".

Keeping Children Safe in Education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 is the statutory guidance to which all schools and colleges in England must regard when carrying out their duties to safeguard and promote the welfare of children. The guidance places a responsibility on all staff to provide a safe environment, in which children can learn and to consider at all times what is in the best interests of the child.

Our Safeguarding and Child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated. Our policy reflects the different forms that peer on peer abuse may take and makes clear that abuse should never be tolerated or passed off as banter or part of growing up. The guidance is clear that children's social care and the Police should be involved as appropriate.

The impacts of sexual harassment at school have been identified as: post-traumatic stress disorder; self-harm; isolation and withdrawal; substance use; sexually transmitted diseases; depression and anxiety; and lack of attendance at school.

Advice for schools on Sexual violence and sexual harassment between children in schools and colleges, published by the DfE in May 2018, sets out further information for schools and colleges on how to deal with incidents and allegations.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf

The advice provides definitions of sexual violence and sexual harassment, and also of harmful sexual behaviours. It sets out schools' and colleges' relevant duties, and how schools should approach prevention: for instance, in the curriculum or safeguarding training for teachers.

The advice also provides information on how schools should respond to accusations of sexual violence or harassment, and subsequent steps that should be taken, including how to safeguard the victim and the alleged perpetrator, including whether they should be placed in classes together.

The House of Commons Library Briefing, Sexual harassment in education, CBP8117, provides more information on this subject. https://researchbriefings.parliament.uk/ResearchBriefing/Summary/CBP-8117