Anti-Bullying / Preventing Bullying & Peer on Peer Abuse Policy March 2022

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St Edward's Academy
Anti-Bullying/Preventing Bullying & Peer on Peer Abuse Policy

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School name: St Edward's Academy
Policy owner: Unity Schools Partnership
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1. Introduction

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 which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying at St Edward's Academy, we will create a safe, disciplined environment where pupils are able to learn and fulfil their potential.

This Policy takes into account relevant guidance, including that from the Department for Education: 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (July 2017):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

This policy aims to take action to prevent and respond to bullying as part of the school's overall behaviour and safeguarding strategy. It outlines the school's approach to bullying, legal obligations and the powers the school has to tackle bullying, and the principles which underpin the most effective anti-bullying strategies.

2. Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and 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. "

DfE Preventing and Tackling Bullying July 2017

Bullying results in pain and distress to the victim and is defined as actions against others which meet all three of the following criteria:
- Multiple incidents over a short period of time
- Deliberate
- Emphasises an imbalance of power

Anyone can show bullying behaviours / be a bully. Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

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A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- Repetitive and persistent. Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- Intentionally harmful. The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- Involves an imbalance of power. Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse, requiring implementation of safeguarding procedures (refer to the St Edward's Academy safeguarding procedures).

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Emotional**: being unfriendly, excluding, tormenting (for example, isolating an individual from the activities and social acceptance of their peer group, hiding belongings, threatening gestures);
- **Physical:** pushing, kicking, hitting, punching or any use of violence, theft;
- **Racist:** racial taunts, graffiti, gestures;
- **Sexual:** unwanted physical contact or sexually abusive comments;
- **Homophobic**: because of or focusing on the issue of sexuality (for example, prejudice motivated towards students who are LGBT lesbian, gay, bisexual or transgender);
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing (for example, racist, sexist or homophobic remarks, threats, name-calling)
- **Cyber:** all areas of internet, such as email, internet and social media misuse, mobile phone threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is a form of abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include students being sexually touched / assaulted or being subject to initiation-type violence.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing.

Pupils must be actively encouraged to report all incidents and suspicions of bullying. All St Edward's staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Anti-Bullying Policy.

3. Statement of Intent

The St Edward's Academy response to bullying does not start at the point at which a child has been bullied. That is too late. Instead, school staff proactively gather intelligence about issues between pupils which might provoke conflict. They are then able to develop strategies to prevent bullying occurring in the first place. At St Edward's Academy, therefore, we have a policy of prevention. This supports our school ethos, that all students should live 'Life in all its fullness'. Our vision is underpinned by our HOPE values (Humanity, Optimism, Perseverance and Excellence).

Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is completely unacceptable and will not be tolerated. Our policies and procedures create an ethos of good behaviour where pupils treat one another and school staff with respect because they know that this is the right way to behave. Our Humanity HOPE value teaches that we should the right thing, even when no one else is looking. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.

Enacting our HOPE values ensures that students show respect for staff and other pupils. They appreciate the value of education and have a clear understanding of how their actions affect themselves and others. It is our intent that these values permeate the whole school environment. This is reinforced by staff and older pupils who set a good example to the rest. This is shown most clearly through the community responsibilities of our Sixth Form student leadership team.

This policy should be used in conjunction with St Edward's Behaviour Policy.

4. Why do we need an Anti-Bullying Policy and Procedures?

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Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. St Edward's Academy wishes to promote a secure and happy environment - free from threat, harassment and any type of bullying behaviour.

Every school must have measures in place to prevent all forms of bullying. This Policy and our procedures promote practices within the school that reinforce our vision, ethos and values ('Life in all its fullness', achieved through HOPE) and seeks to remove or discourage all practices that negate them.

This policy is based on DfE guidance "Preventing and Tackling Bullying" - July 2017 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf and supporting documents.
It also considers the DfE statutory guidance Keeping Children Safe in Education 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf and 'Sexual violence and sexual harassment between children in schools and colleges' guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
The Policy also considers Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" file://vsteds.internal/ud$/Staff/jhassan/Downloads/Cyberbullying-guidance2.pdf

a) Legal Duties and Powers: What does the Law say?

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the

school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5th April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty

requires public bodies to have due regard to the need to:
• eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
• advance equality of opportunity between people who share a protected characteristic and people who do not share it
• foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

The Children Act 1989

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These concerns must be reported to the Designated Safeguarding Lead (Munirs Said) or a member of the school's Safeguarding team. This will then be reported to the local authority's children's social services.

b) Criminal and Civil Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour (or communications) could be a criminal offence (for example under the Protection from Harassment Act

1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986).

If school staff feel that an offence may have been committed, assistance will be sought 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.

Protection from Harassment Act 1997

This Act is relevant for incidents that have happened repeatedly (i.e. on more than two occasions). Section 1 prohibits behaviour amounting to harassment of another. Section 2 provides a criminal offence and Section 3 provides a civil remedy for breach of the prohibition on harassment in Section 1. Section 4 provides a more serious offence of

someone causing another person to fear, on at least two occasions, that violence will be used against them. A civil court may grant an injunction to restrain a person from conduct which amounts to harassment and, following conviction of an offence under section 2 or 4, restraining orders are available to protect the victim of the offence.

The Malicious Communications Act 1988

Section 1 makes it an offence to send an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that it should cause them distress or anxiety. Some cyberbullying activities therefore could be criminal offences under the Malicious Communications Act 1988. There have been some instances of such prosecutions in the UK.

Communications Act 2003

Section 127 covers all forms of public communications, and sub-section (1) defines an offence of sending a 'grossly offensive…obscene, indecent or menacing' communication6. Sub-section (2) defines a separate offence where for the purposes of causing annoyance, inconvenience or needless anxiety, a person sends a message which that person knows to be false (or causes it to be sent) or persistently makes use of a public communications system.

Public Order Act 1986

Section 5 makes it an offence to (with the intent to cause harassment, alarm and distress) use threatening, abusive or insulting words, behaviour, writing, signs or other

visual representation within the sight or hearing of a person likely to be caused harassment, alarm or distress. This offence may apply where a mobile phone is used as a camera or video rather than where speech writing or images are transmitted.

Obscene Publications Act 1959

It is an offence under this Act to publish an obscene article. Publishing includes circulating, showing, playing or projecting the article or transmitting that data, for example over a school intranet. An obscene article is one whose effect is such as to tend to deprave and corrupt persons who are likely to read, see or hear the matter contained or embodied in it.

Computer Misuse Act 1990

When cyberbullying takes the form of hacking into someone else's account, then other criminal laws will come into play, such as the Computer Misuse Act 1990, in addition to civil laws on confidentiality and privacy.

Crime and Disorder Act 1998

An anti-social behaviour order (ASBO) under the Crime and Disorder Act 1998 could be used for cyberbullying. An ASBO is a civil order which prohibits an individual from engaging in specific anti-social acts. An ASBO can be made against any person, aged 10 years or over, where there is evidence that their behaviour caused, or is likely to cause, harassment, alarm or distress to others and where an order is needed to protect person(s) from further anti-social acts.

Whether a course of conduct is anti-social in nature is primarily measured by the consequences and the effect it has, or is likely to have, on a member or members of the community within which it is taking place. An ASBO can be used in conjunction with other measures as part of a tiered approach to tackling anti-social behaviour. Prohibitions should be precise, targeted at the specific behaviour complained of, and proportionate to the legitimate aim of protecting the community from further abuse. ASBOs can be extremely effective in preventing further escalation into criminal behaviour. Breach of an Anti-Social Behaviour Order is a criminal offence and criminal penalties apply.

Defamation Acts of 1952 and 1996

Defamation is a civil "common law" tort in respect of which the Defamation Acts of 1952 and 1996 provide certain defences. It applies to any published material that damages the reputation of an individual or an organisation, and it includes material published on the internet. A civil action for defamation can be brought by an individual or a company, but not by a public authority. It is up to the claimant to prove that the

material is defamatory. However, the claimant does not have to prove that the material is false – the burden of proof on that point lies with the author/publisher, who has to prove that what they have written is true.

Where defamatory material is posted on a website, the person affected can inform the host of its contents and ask the host to remove it. Once the host knows that the material is there and that it may be defamatory, it can no longer rely on the defence of innocent dissemination in the Defamation Act 1996. This means that the person affected could (if the material has been published in the jurisdiction, i.e. in England and Wales) obtain a court order (an injunction) to require removal of the material, and could sue either the host or the person who posted the material for defamation.

c) Safeguarding children and young people

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, school staff will discuss with the school's designated safeguarding lead (Munira Said) who will report concerns to the 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.

External support can be sought for 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 pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

5. Review of this Policy

This Policy will be reviewed annually. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this procedure are children, parents and carers, teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from Unity Schools Partnership trust and the Chelmsford Diocese.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform Policy and procedure review.

6. Aims of this Policy

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Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. St Edward's Academy has procedures in place (supported by this Policy and the Behaviour Policy) to deal with bullying and poor behaviour. These procedures are clear to pupils, staff and parents/carers. This means that, when incidents do occur, they are dealt with quickly, efficiently, appropriately and proportionately.

The school are held to account for the impact of the Anti-Bullying Policy by the local governing body and Unity Schools Partnership. Through these forums, the school demonstrates the impact of our Anti-Bullying Policy and procedures. Nationally, Ofsted hold schools to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes the inspection of personal development, behaviour and welfare; this covers bullying.

The aim of the Anti-Bullying Policy is to ensure that all pupils learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

At St Edward's Academy, we aim to create an environment that prevents bullying from being a serious problem in the first place. It is only when all issues of bullying are addressed that all pupils will be able to fully benefit from the opportunities available at St Edward's Academy.

To this end, our Anti-Bullying Policy:

a) Assists in creating the environment where attending St Edward's is a positive experience for all members of our community;
b) Makes it clear that all forms of bullying are unacceptable at St Edward's;
c) Enables everyone to feel safe while at St Edward's and encourages pupils to report incidents of bullying;
d) Ensures that we can deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying;
e) Supports and protects victims of bullying and ensures they are listened to (at the time and also in the long-term);
f) Helps and support children displaying bullying behaviour to change their attitudes and understand why it needs to change (at the time and also in the long-term);
g) Promotes effective liaison with parents/carers and other appropriate members of the school community;
h) Ensures that all members of our community feel responsible and empowered to help to reduce bullying.

Objectives of this Policy

This Policy has been adopted with the involvement of the whole school community. This

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Policy outlines what St Edward's Academy will do to prevent and tackle all forms of bullying:

a) St Edward's Academy is committed to developing an anti-bullying culture where the bullying of children, young people and adults is not tolerated in any form.
b) Our whole community has ownership of the Anti-Bullying procedures in place at St Edward's, as part of our HOPE values.
c) We will maintain and develop effective listening systems for children and staff within St Edward's
d) We will involve all staff in dealing with incidents of bullying effectively and promptly.
e) All staff will be equipped with the skills and information necessary to deal with incidents of bullying.
f) The wider St Edward's community (e.g. lunchtime supervisors, Vertas staff, Action Cleaning staff and volunteers) will be involved in dealing effectively with and referring bullying incidents.
g) To communicate with parents/carers and the wider St Edward's community effectively on the subject of bullying.
h) To acknowledge the key role of every staff member in dealing with incidents of bullying.
i) To ensure that all incidents of bullying are recorded on CPOMs and, when necessary, SIMS.
j) To raise incidents of bullying with the pastoral and Safeguarding teams.
k) To ensure information is gathered appropriately, and shared with relevant organisations as necessary.
l) To promote emotional health and well-being across the whole school setting and for all members of our community to role-model this in all situations.

7. The Signs of Bullying

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible. The following physical and behavioral signs have been identified as possible indicators that bullying has or is taking place:

• Significant changes in normal behaviour or attitude;
• Changes in academic performance;
• Appearing upset;
• Being withdrawn / low mood;
• Appearing frightened or subdued, possibly in the presence of particular people;
• Flinching at actual or anticipated physical contact;
• Asking not to be hurt;
• Refusal to eat;
• Refusal to participate;
• Unwillingness to travel on public transport;

- Not wanting to go to a certain venue;
- Starting to bully others;
- Incontinence;
- Vomiting;
- Unexplained illness;
- Claims of feeling unwell with no apparent signs or symptoms;
- Bruising or other physical marks;
- Torn clothing;
- Unexplained loss of money or possessions;
- Sleepless nights;
- Loss of appetite and loss of weight;
- Repeating words the perpetrator has said to them, e.g. "shut up or I'll hit you".

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos at St Edward's where each member of the schools community lives by the HOPE value of Humanity.

We take proactive steps to support our vulnerable students by supporting individuals and small groups. There are designated staff roles. We are aware of individual student needs and ensure that these are met through support and intervention programmes and, if appropriate, by working in partnership with external agencies.

8. Practice and Procedures

a) Statutory Duty
The Headteacher has a legal duty under Keeping Children Safe in Education 2021 to draw up procedures to prevent bullying among pupils. These procedures must be brought to the attention of staff, parents/carers and students. St Edward's has clear protocols for the reporting bullying and suspected bullying, There are effective protocols for the prevention of bullying.

b) What we do to prevent bullying?
Everyone involved in the life of St Edward's Academy must take responsibility for promoting a common antibullying approach. We aim to:
- Be supportive of each other;
- Provide positive role models;
- Convey a clear understanding that we disapprove of unacceptable behaviour;
- Be clear that we all follow the rules and shared values of St Edward's Academy (including our HOPE values);
- Be fully involved in the development of the Anti-Bullying Policy and procedures and support anti- bullying practice;
- Support each other in the implementation of the Anti-Bullying Policy and procedures;
- Train all staff to identify all forms of bullying and take appropriate action, following the

school's policy and procedures, All members of the academy community are expected to report incidents of bullying or suspected bullying;

c) Staff Responsibilities

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect. These responsibilities are enshrined in our HOPE values, in 'A Day in the Life of St Edward's' and in all policy and practice.
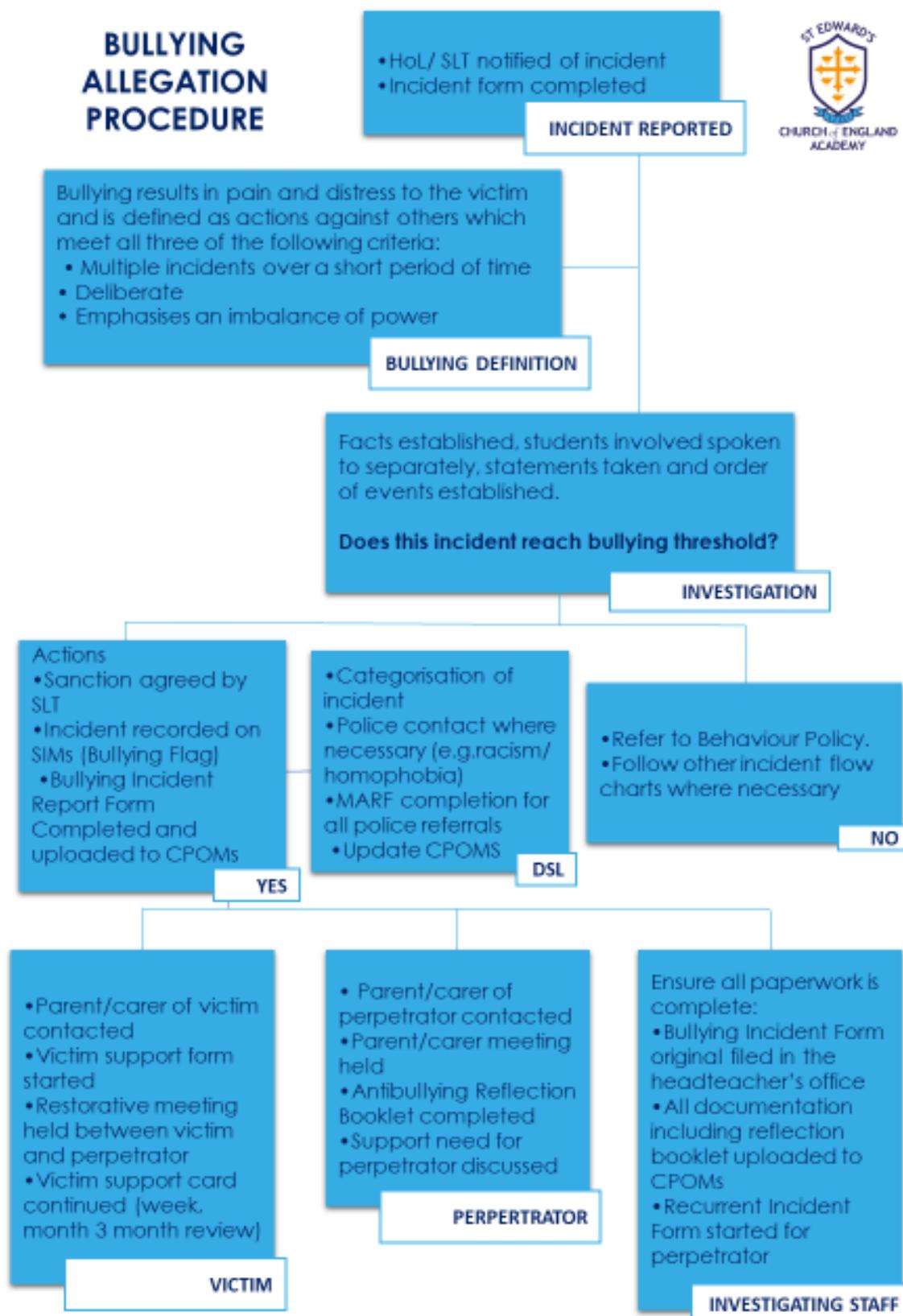
All St Edward's Staff will:
- Provide children with a framework of behaviour, including rules which support the whole school Behaviour Policy;
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere;
- Raise awareness of bullying through a wide variety of forums;
- Through the Headteacher / Designated Safeguarding Lead, keep Unity Schools Partnership and the local governing body informed as appropriate;
- Record any concerns onto CPOMs and ensure that all follow up actions are completed and recorded.

d) Implementation

The Bullying Allegation Procedure flowchart illustrates actions to response to Bullying.

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BULLYING ALLEGATION PROCEDURE

INCIDENT REPORTED
- HoL/ SLT notified of incident
- Incident form completed

BULLYING DEFINITION

Bullying results in pain and distress to the victim and is defined as actions against others which meet all three of the following criteria:
- Multiple incidents over a short period of time
- Deliberate
- Emphasises an imbalance of power

INVESTIGATION

Facts established, students involved spoken to separately, statements taken and order of events established.

Does this incident reach bullying threshold?

YES

Actions
- Sanction agreed by SLT
- Incident recorded on SIMs (Bullying Flag)
- Bullying Incident Report Form Completed and uploaded to CPOMs

DSL
- Categorisation of incident
- Police contact where necessary (e.g.racism/ homophobia)
- MARF completion for all police referrals
- Update CPOMS

NO
- Refer to Behaviour Policy.
- Follow other incident flow charts where necessary

VICTIM
- Parent/carer of victim contacted
- Victim support form started
- Restorative meeting held between victim and perpetrator
- Victim support card continued (week. month 3 month review)

PERPERTRATOR
- Parent/carer of perpetrator contacted
- Parent/carer meeting held
- Antibullying Reflection Booklet completed
- Support need for perpetrator discussed

INVESTIGATING STAFF

Ensure all paperwork is complete:
- Bullying Incident Form original filed in the headteacher's office
- All documentation including reflection booklet uploaded to CPOMs
- Recurrent Incident Form started for perpetrator

e) Pupils

Who are 'Bystanders' and 'Upstanders'?

Bystanders

Someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders.

People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening.

There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:
- Question the bullying behaviour e.g. changing the subject or questioning the behaviour can shift the focus;
- Inform an adult – teachers, school staff, family members;
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

Within the curriculum

St Edward's will raise the awareness of the nature of bullying through inclusion in PSHE, Tutor time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

f) Support

At St Edward's, we will proactively support the Anti-Bullying Policy and procedures in the following ways:

- We continue to address staff training needs by organising regular training to tackle all

forms of bullying. This includes through e-safety/online and behaviour management training, and development of increased awareness on identifying homophobic, bi-phobic, and trans-phobic incidents;

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week;
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem;
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student leadership, etc;
- Pupils are made aware of bullying through specific forms of abuse such as radicalisation, cyberbullying, peer-on-peer relationship / abuse, social media, criminal exploitation, county lines, Child Sexual Exploitation, inappropriate content and use of social media;
- By including teaching about other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

9. Equality Impact Statement

We will do all we can to ensure that this procedure does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act 2010.

This will include, but not necessarily be limited to: race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use the appropriate Equality Impact Assessment to monitor the impact of all our policies and this Policy and our procedure may be amended as a result of this assessment.

10. Useful links and supporting organisations

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

- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschool

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Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying
- Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:

www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related.