Portsmouth anti-bullying guidance and resource pack for schools
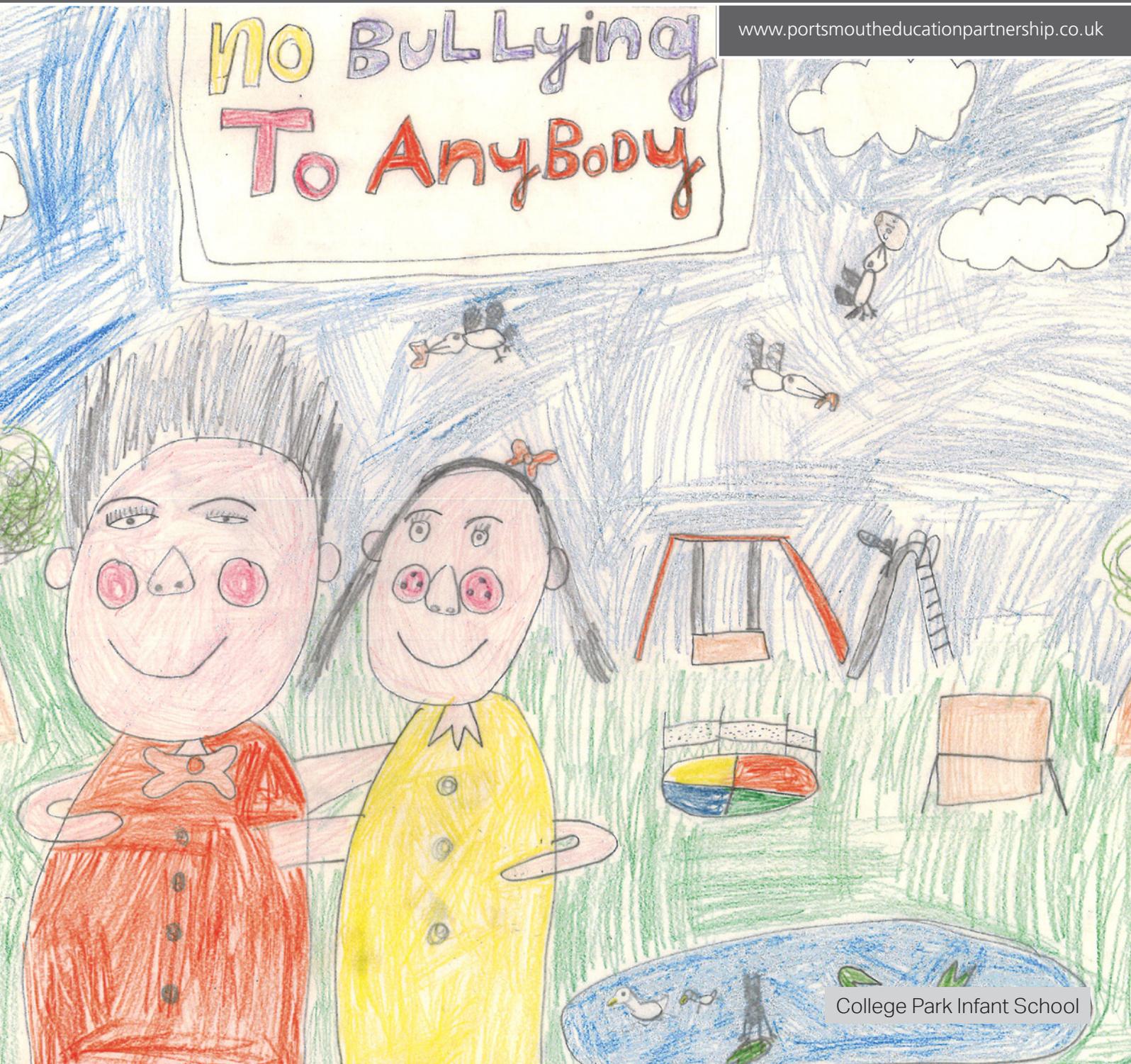
January 2018 edition

www.portsmortheducationpartnership.co.uk

No Bullying To Anybody

College Park Infant School

Contents

Preface

As a Partnership, we are committed to safeguarding children and young people and recognise that they have a right to feel safe within their community and the right to feel safe from bullying and the fear of bullying. We also recognise the impact of anxiety on their progress in education.

The revised Portsmouth Anti–Bullying Guidance and Resource Pack continues to provide up-to-date support for all our educational settings and for all professionals involved in the lives of our children and young people. This support enables professionals to maintain effective anti-bullying practices and further develop the use of Restorative Practice Strategies.

This is the third edition of the pack and includes further case studies and relevant updates to policies and national and local resources/contacts.

Whilst individual schools and academies must set their own policies appropriate to their particular situation and intake, as a Partnership we are keen to set a standard and offer guidance and resources for schools to use. Our aim is to work in partnership with schools and academies to develop policies and practices which promote awareness, understanding and mutual respect amongst pupils and also to construct strategies for preventing and responding appropriately to bullying and harassment.

The key message throughout this document is that bullying in any form has no place in any of our educational settings. The promotion of acceptance, understanding and respect are the key skills to foster harmonious communities across the whole of Portsmouth.

Alison Jeffery
Director of Children, Families and Education
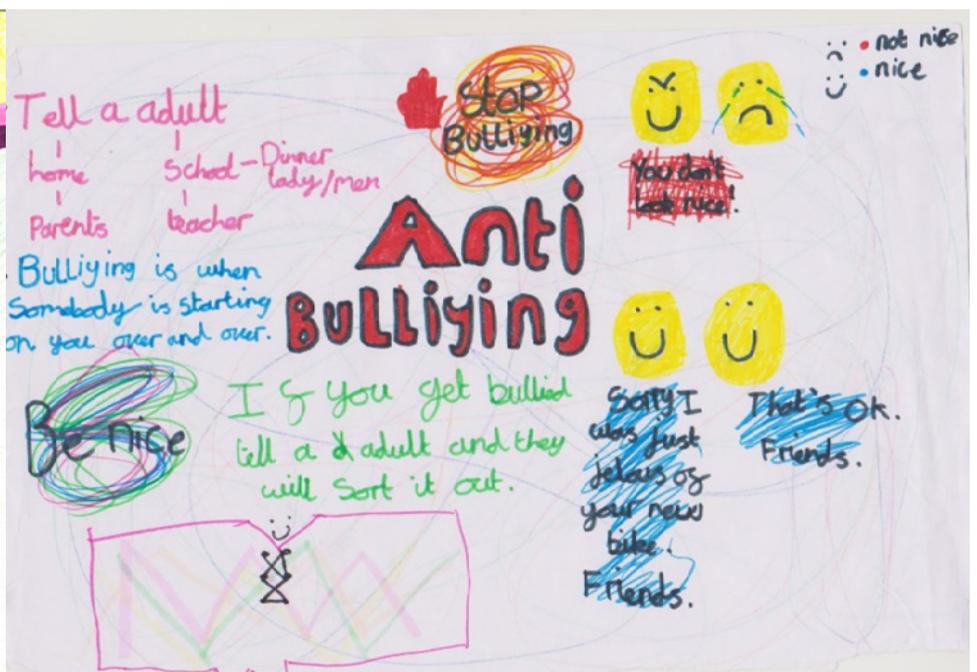**Portsmouth City Council**

Polly Honeychurch
Chair, Primary Heads

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Chair, Secondary Heads

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Court Lane Junior School

Cottage Grove Primary School

Section 1

Introduction

Bullying remains one of the top concerns for parents and carers in maintaining their child's safety and wellbeing. Similarly, children and young people also identify bullying as one of their top concerns. Bullying makes lives a misery. It undermines the confidence and self-esteem of the child or young person on the receiving end and it destroys their sense of security. Bullying also impacts on attendance and attainment at school and marginalises those groups who may be particular targets for bullies. Left unchecked or poorly challenged, these effects can last into adulthood and, in some cases, be lifelong.

Whilst there is no doubt that schools in Portsmouth are working hard to prevent, tackle and respond to bullying, the experiences of children and young people tell us that there is still an enormous amount of work to be done.

During the summer term of 2017, Year 8 and Year 10 pupils in Portsmouth schools were questioned on their experiences of bullying as part of the "You Say" survey and were asked "How often have you been bullied in the past couple of months in the ways listed below?"

1. I was called mean names, was made fun of, or teased in a hurtful way

2. Other people left me out of things on purpose, excluded me from their group of friends, or completely ignored me

3. I was hit, kicked, punched, shoved around, or locked indoors

4. Other people told lies or spread false rumours about me and tried to make others dislike me

5. Other people made fun of me because of my body weight

6. Other people made sexual jokes, comments, or gestures to me

7. Someone sent mean instant messages, wall postings, emails and text messages, or created a website that made fun of me

8. Someone took unflattering or inappropriate pictures of me without permission and posted them online

68% of Year 8 boys and 75% of Year 8 girls said that they had experienced at least one of these types of bullying in the last couple of months.

In year 10, 54% of boys and 79% of girls had experienced at least one of these types of bullying in the last couple of months.

To effectively challenge and deal with the problem of bullying, schools must first accept that bullying exists in their setting. In settings where reporting of bullying might be low, leaders and governors must ask themselves why there are so few recorded incidents and examine the procedures and methods in place for pupils and staff to effectively report incidents.

As a principle, the earlier we are able to intervene the more likely we are to succeed in preventing unnecessary distress and harm to children and young people experiencing relationship difficulties and bullying.

Schools, colleges and academies which deal most effectively with bullying are those which acknowledge it as a real and potential problem. They have policies in place which are known and understood by all staff, children, parents and carers.

They also have a range of positive strategies and clearly understood sanctions which establish a strong anti-bullying ethos including offering strong support to children and young people who have bullied or who have displayed bullying behaviours.

How to use this guide

This guidance and resource pack provides a comprehensive range of information, resources and contacts for further guidance, in order to help all educational settings develop effective anti-bullying practices and reduce incidences of bullying.

Whilst it is recognised that every educational setting must set their own policies appropriate to their particular situation, it is important that the Local Authority sets a high standard, offers appropriate guidance and signposts settings to useful resources.

A good starting point is to go to Appendix 1 which provides a checklist of key questions which will help you identify where improvements need to be made and which sections of this guide you should refer to.

Section 2

What is bullying?

Definition of bullying

From the moment education professionals engage with a child in Nursery and, indeed, pre-nursery settings, there must be a clear distinction made in the language used with the child where bullying is concerned. We must enable and empower each child to see the difference between the "repetitive, intentional hurting of one person or group by another person or group" and a genuinely unintentional, occasional and accidental action or remark with the perpetrator showing genuine remorse and positive effort to engage with the restorative strategies in place.

Case Study: College Park Infant School

Bullying is defined as deliberately hurtful behaviour, that is repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Extract from Promoting Anti–Bullying at College Park Infant School–Summary of Full Policy

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. The table below provides a helpful distinction between bullying and what is referred to as relational conflict.

Bullying	Relational Conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

Types of bullying

There are various types of bullying which can be summarised as:

- **Sexual** – touching, repeated exhibitionism, voyeurism, sexual propositioning; verbal personal comment or deviant desires communicated

- **Racist and faith-based** – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs

- **Homophobic and biphobic** – based on actual or perceived sexual orientation and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term.

- **Transphobic** – based on actual or perceived gender identity, and can include name calling, exclusion and gestures, negative stereotyping based on gender identity

- **Appearance** – based on weight, size, hair colour, unusual physical features

- **Disability** – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty

- **Health** – based on physical or mental conditions

- **Income-based** – of living on a low income

- **Caring responsibilities** – name calling, negative assumptions/misunderstandings about young carers

It is important to note here that the Equality Act (2010) includes most of the above in its 9 protected characteristics. It is unlawful to discriminate against a person on the grounds of:

- Sexual orientation

- Age

- Religion and belief

- Sex equality

- Pregnancy and maternity

- Disability

- Gender Reassignment

- Race

- Marriage and Civil partnership

Methods of bullying

There are a number of methods of bullying which can be summarised as including:

- **Physical aggression** – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods

- **Verbal** – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care

- **Non-verbal** – staring, body language, gestures, posturing

- **Indirect** – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces

- **Cyber** – text messaging, 'sexting', negative comments made on social media platforms, internet chat rooms, the misuse of camera/video facilities; offensive questions in online forums, nasty inbox messages

Who may be bullied?

Anybody could be subjected to bullying at any time in their life whether at school, in their community or their workplace. Whether as a child or an adult the effects can be long-term and equally as devastating.

As already stated above, bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or through cyberspace, and comes in many different forms.

A person who has been bullied may often find it difficult to combat victim behaviour or to report their experiences to those who may be able to help.

Children and young people who are at the most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or are Looked – After Children

- have specific Special Educational Needs and/or Disabilities (especially those with Autism Spectrum Disorders [ASD])

- have a disability or impairment

- are from Black and Minority Ethnic (BAME) backgrounds

- are refugees or asylum seekers

- start a school or activity group mid-term

- are, or are perceived to be, Lesbian, Gay, Bisexual, Transgender or questioning of their sexuality or gender (LGBT+)

- speak a first language other than English

- are young carers

- have suffered bereavement

- have suffered domestic violence

- have experienced physical or emotional trauma

- have a parent that was a victim of bullying

Signs and symptoms of bullying

A pupil may exhibit signs or behaviours that may indicate they are being bullied. All staff should be aware of such signs and should investigate if the child:

- becomes withdrawn or changes their usual behaviour patterns or attitude

- becomes distressed or emotional and finds it hard to articulate their feelings

- changes their eating patterns

- shows evidence of self harming

- is unusually tired without a reasonable explanation

- has unexplained bruises or marks on their body

- (some may refuse to change for PE)

- repeatedly comes to school without dinner money or a packed lunch

- is bullying others

- asking for, or stealing money (to give to a bully)

- seems afraid to be alone and requires more adult interaction

- is losing belongings or they are being damaged

- is falling behind at school

- is not attending school, being mysteriously "ill" each morning.

Victimisation

Those who report bullying, either because they are being bullied or have witnessed bullying, may become victimised by others. This may be because of cultural/ ethnic/ religious or other group loyalties. The reporter can then be ostracised themselves.

Educational settings must understand that this could prevent the reporting of bullying incidents and have robust procedures in place as part of their Anti–Bullying strategies to ensure children and young people have the confidence to report bullying and know that they will be supported.

Bystanders

Despite the fact that the vast majority of bullying incidents are witnessed, bystanders are often reluctant to intervene either through fear of the consequences, a sense of loyalty to the bully or lack of awareness of, or interest in, the potential harm bullying can cause.

Even if bystanders are not involved in inflicting the bullying, they can be involved in resolving it.

Most educational settings have comprehensive bullying policies and robust procedures for dealing with bullying which focus on the perpetrator or the relationship between perpetrators and victims. Such interventions should be supplemented by taking into account the role of bystanders, whose influence in perpetuating or escalating violence is often overlooked.

Bystanders clearly have a range of choices when it comes to bullying. They can passively accept it, overtly encourage it, or denounce a bully's actions and provide support to the victims. In fact many pupils who possess characteristics typical of victims are protected against bullying because of such social factors as peer acceptance and supportive friends.

Bystanders can prevent bullying by:

- reporting the incident to a trusted teacher or adult (this can be done anonymously);
- sticking up for the target through disagreeing with what the bully has said and making it clear that their behaviour is not acceptable;
- rallying the support of a group of peers to stand up to the bully and report the incident;
- making a special effort to include others and befriend peers who appear isolated.

In order to understand the potential harmful effects of being a bystander, it may be useful to watch: **www.nobystanders.org.uk**

The role of bystanders must be taken into account in bullying incidents and there must be the opportunity for bystanders to be part of any restorative strategies in place.

Case Study: St Edmund's Catholic School

The Student Council ran a very successful campaign to get as many students from all years to take the pledge and sign up to their anti-bullying pledge: See it, Report it, Stop it. For many students they were renewing a previous pledge that they had made to never be a bystander to bullying or teasing. The pledges are framed and displayed in a prominent place, serving as a reminder to the community of our No Room for Bullies policy.

St Edmund's Catholic School

The consequences for the bully

Those who bully, and bully successfully or without challenge, are likely to continue to use bullying behaviours in their relationships with other children and adults. Their bullying behaviour can become part of a more generally anti-social and disordered behaviour pattern.

Research indicates that boys who were bullies are twice as likely as their peers to have criminal convictions and four times more likely to be multiple offenders. Bullies who have been bullied are the worst off and are six times more likely than their peers to have serious illnesses, smoke regularly or develop mental health issues.

People who have bullied may also go on to perpetrate domestic violence. Challenging bullying and other abusive behaviours is part of a school's role in contributing to a wider partnership strategy on reducing domestic violence.

It should be remembered that young people who engage in bullying behaviour may well have been bullied themselves previously or perhaps are still being bullied by others currently. It is important to consider the motivation for their behaviour and help address the needs of these children and young people too.

NO kicking

NO hurting feelings

NO name-calling

NO ignoring

SAY NO TO BULLYING

NO spreading stories

NO teasing

I have been bullied and it made me feel sad. But don't worry if it happens to you, just tell a teacher or someone you trust.

NO pushing

Court Lane Junior School

Section 3

Legal responsibilities

Every school, college and academy must have measures in place to prevent all forms of bullying.

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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

The Education Act 2005 requires schools to evaluate whether pupils feel safe from bullying. The governing body should routinely discuss bullying.

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 Equality Act 2010

The Equality Act (2010) replaces previous anti-discrimination laws with a single Act.

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 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.

Safeguarding children and young people

Under the Children Act 1989 and the DfE guidance, Keeping Children Safe in Education (March 2015), a bullying incident should be addressed as child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm."

If you think a child or young person is at IMMEDIATE risk, you should treat this as an emergency and call 999 to report your concerns to the Police.

If you think a child is being abused or neglected or if you want extra help for a child or their family who live in Portsmouth please contact the Portsmouth City Council Multi Agency Safeguarding Hub (MASH). You can contact the MASH during office hours.

Tel: **023 9268 8793**

Email: **pccraduty@portsmouthcc.gcsx.gov.uk**

The team is multi-agency and brings together services such as from social care, education, health, police and children centres. The MASH aims to work together to offer the right help at an early stage to families who need support. They will decide the most appropriate type of support to offer. Depending on your relationship with the child they may be able to keep you updated.

When you contact the MASH please give as much information as possible about the child you are concerned about. This will help the MASH decide the best way to respond to your concern. The information you give will be kept confidential. You can remain anonymous but it is helpful if you can give your name and details.

Each school and academy will have correct procedures to follow including who to report concerns to and appropriate paperwork to complete.

All staff should read "What to do if you're worried a child is being abused" (DFE March 2015) and "Working together to safeguard children" (DFE February 2017).

Even when safeguarding is not considered to be an issue, schools 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.

Criminal law

Hate crime is the term used to describe an incident or crime against someone based on a part of their identity. There are five categories of 'identity' when a person is targeted because of a hostility or prejudice towards their:

- disability
- race or ethnicity
- religion or belief (which includes non-belief)
- sexual orientation
- gender identity.

Victim Support also recognises crimes targeted at alternative sub-cultures (such as Goth) as a form of hate crime.

Hate crime can be any criminal or non-criminal act such as graffiti, vandalism to a property, name calling, assault or online abuse using social media.

Experiencing hate crime can be a particularly frightening experience as you've been targeted because of who you are, or who or what your attacker thinks you are. Unlike non-identity related offences, the attack is very personal and specifically targeted, which means it's less likely to be a random attack.

Hate incidents can feel like crimes to people who suffer them and often escalate to crimes or tension in a community. You can report such incidents, but the police can only prosecute when the law is broken. However, the police can work with other organisations to prevent the situation escalating.

(Victimsupport.org.uk)

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.

Schools must follow anti-discrimination law as set out in the Equality Act 2010 (above).

The majority of incidents should be able to be dealt with by staff using school behaviour and bullying policies and procedures. If staff feel that an incident cannot be dealt with internally then they may wish to seek advice/assistance from the police.

Bullying outside of the school premises

Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head teacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Section 4

The importance of tackling bullying

Safety and emotional wellbeing

The emotional effects of bullying on the individual can be serious and have a life-long impact. Bullying can affect all those involved: the perpetrator; the victim; and the witness. Examples of the physical and psychological effects on pupils are:

- their lives are made intolerable

- their relationships with the family and friendships outside of school are impacted upon

- they may be frightened to come to school and to be in school

- some may blame themselves for 'inviting' the bullying behaviour and begin to view themselves as a failure

- they can feel isolated from their peers and may believe that there is something 'wrong' with themselves which has led to them being bullied

- they can spend their lives in fear and if this continues into their adulthood they may be reluctant to seek new education or work opportunities

- victims of bullying may become socially excluded and have an increased possibility of experiencing mental health problems

- they may suffer physical injury, panic attacks, sleeplessness, loss of appetite, depression, suicidal thoughts

- victims of bullying can have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates. Some may truant, run away from home or self-harm

- in extreme cases children may commit suicide as a result of bullying

- victims of bullying can, in some circumstances, become perpetrators of bullying

Educational achievement

Bullying impacts negatively on the achievement of individuals in school, and consequently on the achievement of the school as a whole.

Bullying can:

- affect concentration and learning and impact negatively upon motivation and confidence

- lead to pupils truanting or refusing to attend and thereby missing education at school because they are frightened to attend

Educational attainment at Key Stage 4

Young people who had reported being bullied at secondary school had a significantly lower Key Stage 4 (GCSE and equivalent) score than those who had not reported being bullied. This was particularly true for young people who had been forced to hand over money or possessions, and for young people who had been socially excluded.

This relationship may relate to issues such as disengagement from school and increased levels of truancy which are likely consequences of bullying and which also lead to lower attainment later on. If we are able to reduce bullying in schools then more young people may remain engaged with their education and their subsequent attainment may be higher.

London School of Economics Study – Research Report DfE-RR001, 11 May 2010, National Centre for Social Research

School ethos and reputation

A bullying culture can have consequences for the reputation of a school both internally and externally.

This means that:

- relationships with parents and the local community can be affected because the school is viewed as not being effective and caring

- observed bullying behaviour goes unchallenged

- pupils feel badly let down by adults in authority

- other pupils see bullying behaviour as acceptable

- other pupils see bullying behaviour as a quick and effective way of getting what they want

- the pupils not involved in bullying are ambivalent or uninvolved in trying to prevent it

- bystanders do nothing because they are afraid or apathetic.

Ofsted and bullying

Ofsted recognises that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Ofsted hold schools to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes 5 criteria for inspections, one of which is personal development, behaviour and welfare, which covers bullying.

Inspectors may wish to view records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying, use of derogatory language and racist incidents. During informal conversations with pupils, inspectors must ask them about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen.

In schools judged to be "Outstanding", pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

Schools should be able to demonstrate the impact of anti-bullying policies. Ofsted will not routinely mark a school down where it has recorded incidents of bullying. Inspectors are interested in the impact of the actions a school has taken, i.e. how effectively schools prevent or deal with any incidents.

Schools will also have to demonstrate how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet.

(DfE "Preventing and tackling bullying" July 2017/ Ofsted Inspection Handbook October 2017)

In Ofsted short (Section 8) inspections, the lead inspector may discuss sources of information that will enable senior leaders to provide evidence that the school is good. HMI will request that the following information is available at the start of the inspection:

- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

Every school in England must promote Social, Moral, Spiritual and Cultural (SMSC) development. Good schools will have this as a strong thread throughout their policies, curriculum opportunities and displays with a file including a range of evidence kept for visitors such as Ofsted.

SMSC is referenced continually throughout Ofsted's School Inspection Handbook (August 2016).

Before making the final judgement on the overall effectiveness, inspectors must evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (see below)

Indeed, in Section 8 of the short inspection handbook, Ofsted specifically defines spiritual development in pupils as having the "ability to be reflective about their own beliefs, religious or otherwise" with moral development defined as including the "understanding of the consequences of their behaviour and actions". Social development includes pupils' "willingness to participate in a variety of communities and social settings." Cultural Development is shown by pupils' "understanding and appreciation of the range of different cultures within school and further afield."

For a school to be judged 'outstanding': "The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive." And "Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work." Also, "Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society."

In addition, "In schools with a religious character…
Inspectors may visit lessons and assemblies in order
to help them evaluate how those contribute to pupils'
spiritual, moral, social and cultural development and
their personal development, behaviour and welfare."

A school which is not actively working with pupils,
parents and carers to reduce bullying and challenge
discriminatory attitudes, language and behaviour
is putting itself at a disadvantage in the event of
an inspection.

British values

Since 2014, the government has required that all
schools should promote British Values

through SMSC opportunities and also through
the curriculum.

British Values are:

- democracy

- the rule of law

- individual liberty

- mutual respect for and tolerance of those
  with different faiths and beliefs and for those
  without faith

Best practice around developing an understanding of
British Values, as promoted by the

Citizenship Foundation, is about "helping people
understand how things work and how

to challenge and change them for the better.

Values won't be assumed because schools demand
they are, particularly if they're very different from those
at home. They have to be arrived at through mutual
exploration and understanding."

Visit: **www.doingsmsc.org.uk/british-values/** for
further clarification and ideas.
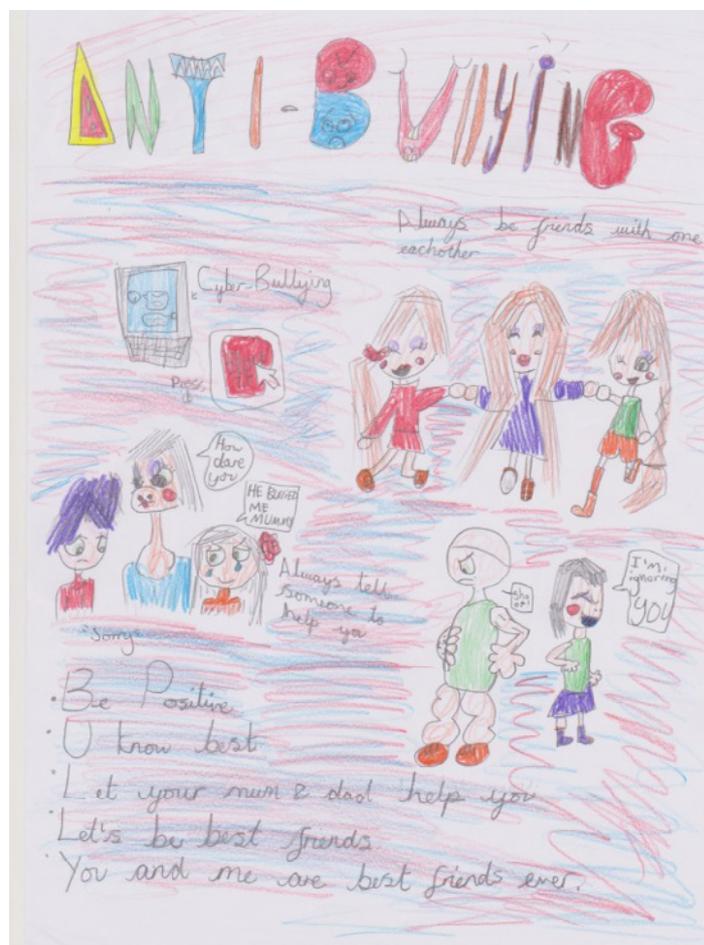
Cottage Grove Primary School

Section 5

Developing a school anti-bullying strategy

Creating an ethos of good behaviour and embedding restorative practice

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However, where a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. But, a school's response to bullying should not start at the point at which a child has been bullied.

Within the next three years, it is expected that all schools, colleges and academies across Portsmouth will have embedded the Restorative Practice approach to effectively tackle and resolve all forms of bullying. At the heart of the Restorative Practice model are strong and positive relationships between adults, between adults and pupils and between pupils themselves. Also, resolving incidents of bullying using the Restorative Practice approach means that pupils and students are working proactively with each other and with adults in school to resolve incidents.

It is far too late for schools with a reactive approach to bullying, where they attempt to tackle the problem after incidents have occurred.

The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils 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 pupils,

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 pupils who set a good example to the rest.

Successful schools also:

- involve parents 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. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, gender identity or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable

- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying

- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support.

Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/ or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT+) pupils

- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Celebrating success is an important way of creating a positive school ethos around the issue.

The Ofsted report, "No place for bullying" (June 2012), also found that successful schools combined their behaviour and anti-bullying policies into one strong policy. This was because schools saw bullying as part of a continuum of behaviour rather than as something separate. The report states that "by having one policy that is commonly linked, the school's expectations of behaviour to its stance on bullying led to greater clarity for both staff and pupils.

Case Study: Penhale Infant School

Penhale Infant School has followed the Ofsted report, "No Place for Bullying" (2012) by combining their behaviour and anti-bullying policy. This has had a positive impact on how staff and pupils view and understand bullying behaviour.

These documents often began with a clear statement of belief, for example, "Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe." Importantly, they contained details of different types of bullying and

groups that were particularly vulnerable to bullying. Linking policies to the Human Rights Act as well as to the school's own values and beliefs was also seen as good practice. Effective use of the UNICEF Rights Respecting Schools agenda across the whole school ensures that respect underpins every aspect of behaviour expectations. Respect for every member of the school community, respect for education and a strong and clear understanding of how our behaviour affects those around us permeates the whole school through the school's commitment to the UNICEF RRSA.

Developing a whole school approach

A whole school approach ensures the effective involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

A whole school policy against bullying is a written, working document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed including restorative practice strategies. It is backed up by systems and procedures within the organisation and management of the school. It is important to be aware of links with existing up-to-date policies and procedures.

The school's anti-bullying policy should build on effective behaviour and guidance set out in the Equality Act 2010 recognising that bullying can affect teachers, families, non-teaching staff and governors as well as pupils.

Schools should involve all stakeholders throughout the policy making process.

Some schools set out an anti-bullying charter following consultation with pupils, parents and staff. It is not a substitute for a policy, but does provide a statement of commitment to anti-bullying (the principles of an anti-bullying charter are provided at Appendix 2). Having a whole school commitment to the United Nations Convention on the Rights of the Child (UNCRC) and the work of UNICEF can provide a good starting point for an effective charter.

Developing a clear policy—awareness raising and consultation

Start by involving everyone in a whole school audit of bullying. This can be done quickly and easily using an online electronic survey put together using an online tool such as **surveymonkey.co.uk,** but paper-based surveys and face-to-face meetings can also be equally as effective.

Case Study: Charter Academy

Charter Academy undertakes an annual bullying survey. This enables the Academy to have an understanding of how parents, staff and students feel about our anti-bullying policy, and gives them a voice on how as a school we deal with any bullying issues.

The strong involvement of parents/carers in creating a policy can ensure "buy-in" from the parents/carers as a whole. Including them in the process ensures that all parents/ carers are clear that the school does not tolerate any form of bullying. It also ensures that all are aware of the procedures to follow if they believe that their child is being bullied. This increases the confidence of parents/carers in the school taking any complaint about bullying seriously and resolving the issue in a way that protects the child. Parents/carers then feel more able to reinforce the value of good behaviour at home.

Involving pupils ensures that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Agree what should be in the policy, e.g. aims and objectives of schools in relation to bullying behaviour, an explicit definition of bullying, some preventative measures and procedures to follow when bullying takes place. This can take the longest time but is time very well spent. Make use of up-to-date guidance from Ofsted and the government as well as best practice documents from other schools.

The policy should be written in appropriate language for its audience and not be too long. The policy should put emphasis on creating conditions in school to promote equality of opportunity and a positive attitude towards the diverse social, cultural and ethnic backgrounds of pupils, staff, governors and the community.

The policy should set out clear procedures with deadlines for action where possible for dealing with complaints and incidents. For example, what steps should be taken immediately? What records should be kept? Who should be informed? What sanctions may be implemented?

Case Study: St Edmund's Catholic School

NO ROOM FOR BULLIES

What pupils should know about bullying:

- St Edmund's is a caring and friendly school where every pupil has the right to be happy and successful

- bullying causes pain and unhappiness and will NOT be tolerated

- bullying can take many forms from name-calling and spreading rumours to physically hitting someone

- everyone at St Edmund's has a part to play in preventing bullying, be they staff or pupils

- pupils must always TELL someone—their Tutor, teacher, Head of Learning/Pastoral Leader or any adults in School if they are being bullied. This is being a responsible person. It is NOT telling tales

- reports of bullying will be taken seriously and investigated thoroughly—you must never think that your complaint is not important enough

- bullies will be severely dealt with depending on the seriousness of the incident. A note will go in the pupil's file and parents will be contacted.

- Remember, if you see bullying taking place and do nothing about it, you are as bad as the bully

ALWAYS TELL SOMEONE. ST EDMUND'S HAS NO ROOM FOR BULLIES!

Have brief separate sections for pupils, staff and parents/carers which clearly set out the procedures to be followed and the action that may be taken. It is important to recognise that any child may disclose

bullying to any member of staff including domestic staff (cleaners etc.), kitchen staff (including Midday Lunchtime Supervisors), Office staff, Site Supervisors (the caretaker), Supply staff, and, indeed, any visitor to the school. It is important that all staff attend whole school INSET and that all staff and visitors, however little a time they spend in school, are fully aware of the school's procedures for reporting and recording incidents of bullying.

Case Study: Cottage Grove Primary School

At Cottage Grove, everyone works together to combat bullying to make sure the school is a safe and happy place to be. This includes teaching and non-teaching staff, children on the playground who take on the role of squabble busters and the pastoral support team who work alongside children to manage their feelings and resolve any issues they may have.

Engaging parents and carers

Having a positive working relationship with parents and carers can be vital in ensuring the efficacy of any policy particularly the anti-bullying policy. Engaging swiftly with parents/ carers can speed up the positive resolution of any incident whether their child has been the perpetrator, the victim or a bystander.

Parents/carers should also be made aware of the school's Complaints Procedure should any incident or problem not be resolved effectively.

Parents/carers of pupils who experience bullying will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, helping them to become proficient in coping strategies and building assertiveness skills in partnership with the school. Parents of the perpetrator(s) will also have a range of emotional needs and may need time and support in coming to a balanced understanding of what has happened and appreciating their role in helping their child to learn about the consequences of their actions.

Case Study: King Richard School

King Richard School conducts a survey at every parents evening to find out what parents think of the school's anti-bullying policy and its effectiveness. 93% of parents in the last survey undertaken were satisfied with the way the school dealt with bullying incidents. The school finds the survey extremely helpful which also helps to reinforce the schools' engagement with parents about bullying issues.

Cottage Grove Primary School

Section 6

Implementing the strategy

Communicating and reinforcing policy and key messages

A clear lead and commitment from the senior leadership team is essential. They have to have a major role in effectively and repeatedly communicating key messages if the policy is to be really meaningful in the daily life of the school.

Everybody needs to know what the school's policy is and how they will be expected to put it into practice. A specific launch which brings together the school community can communicate and reinforce the policy. A launch has to be followed up with regular reminders of the key messages.

Case study: Victory Primary School

The school recently published an anti-bullying leaflet to help raise awareness of bullying in the school, setting out clearly what bullying is.

Case study: Mayfield School

Mayfield School has a team of young leaders who challenge pupils on issues such as bullying. These leaders are given training and are expected to be ambassadors for the school and to set a good example. This has enabled pupils to provide a safe environment to communicate and discuss sensitive issues with their peers.

Assemblies are an important place to promote the policy. Themes such as friendship, conflict, power and trust can be used as a basis.

Case study: Penhale Infant School

Penhale Infant School helps to encourage co-operative behaviour through assemblies that regularly target bullying and promote anti-bullying values. For example, pupils have been shown several pictures depicting different scenarios which they have had to say whether it shows unkindness, fighting, rough play or bullying. This has helped to encourage pupils to be helpful, kind and caring to their peers and teachers.

Tutorial work or class projects could be used to explore issues and themes in depth. The content of the policy could be incorporated into artwork and displays of work in the entrance to the school and other prominent areas. In addition to written information about the policy, schools could arrange meetings to discuss the policy with staff and parents.

The school should organise regular training for its governors and its entire teaching and non-teaching staff. This establishes a common understanding within the school and emphasises the need for vigilance and the use of the most appropriate and effective strategies.

Case study: Admiral Lord Nelson School

Every year the school council and prefects take a lead on anti-bullying week and have produced innovative ways of spreading anti-bullying message. The use of the blue band to show your support is one way. The other is visiting the art room during break or lunch to have their hand printed on paper using blue paint. They write their name on their hand print. These prints are then creatively displayed around the centre of the school seen by all raising the profile of the schools' (and more importantly the students') stance on bullying.

Case Study: College Park Infant School

College Park Infant School produces a parent-friendly Anti–Bullying leaflet for parents so there can be a very clear, joint understanding on the definition of bullying which deters some false allegations. This is consulted on annually during Anti–Bullying Week each year and informs the schools' Anti–Bullying Policy.

Creating a safe environment for pupils to discuss and report bullying

Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination. Including the possibility of anonymous reporting in this process may enable more pupils to report incidents swiftly.

It should be easy for pupils to report bullying. Pupils must know they will be listened to and believed. Methods of reporting bullying outside school e.g. cyber bullying, bullying on the school bus or local shopping centre, should be in place and as effective as reporting bullying incidents that happen on the school grounds.

As stated above, pupils may be reluctant to report bullying for fear of reprisal or because of a feeling that 'nothing will be done'. It is vital that the school shows that it can support pupils to prevent harm; that all forms of bullying are unacceptable and that there are systems, including restorative practice strategies, that are firmly in place and are wholly effective.

The clear message that 'No one ever deserves to be bullied' needs to be communicated strongly. No pupil should ever feel it is 'their fault'. The way that a school deals with incidents where a member of staff has been bullied by a pupil will have a positive impact on the confidence of pupils to report bullying.

It is important that schools demonstrate that bullying is whole-school issue and that the bullying of any member of the school community will be taken seriously and dealt with effectively.

Schools can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

A range of tactics can be used by schools to encourage reporting, for example:

- 'Help Me'/Bully Boxes which are emptied daily and acted on
- confidential web-based reporting systems
- 'befrienders' or 'buddies' who are stationed at a known location every day
- think books
- peer mentors
- peer mediators
- text or email systems
- confidential phone numbers
- adult counsellors or drop-in facilities to talk with home-school workers/mentors.

Reporting arrangements for parents and carers

Parents are frequently the ones to report bullying incidents to the school. Parent reporting systems are most effective when:

- office staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken
- office and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying
- parents have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child
- staff take actions to agreed timescales and report progress to parents
- parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

When an incident of bullying is reported

All staff, including support staff and supply staff need to know how to respond appropriately to a bullying incident. Some staff, such as form tutors or class teachers, can be ideally placed to help with these procedures. Direct action against bullying should occur within a context which reminds all pupils that all bullying behaviour is unacceptable to the school. The school should have robust and effective systems in place that allow bullying to be reported in writing, and to deal with incidents reported anonymously.

Recording bullying incidents

Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Ofsted expects schools to exercise their own judgment as to what will work best for their pupils. If schools require examples of incident bullying and

record forms to use and/or adapt please contact **pep@porstmouthcc.gov.uk**

Keeping records of bullying incidents will enable the school to:

- manage individual cases effectively

- identify any patterns among particular students including identifying groups or individuals particularly at risk

- identify any recurring reasons why pupils are bullied and provide extra learning opportunities as a whole school or year group e.g. skin colour, actual or perceived sexual orientation or gender identity etc.

- monitor and evaluate the effectiveness of strategies

- celebrate the anti-bullying work of the school

- demonstrate defensible decision making in the event of complaints being made

- engage and inform multi-agency teams as necessary.

Discussing bullying incidents with pupils

It can be difficult for staff to gain an accurate picture of events in relation to a reported incident of bullying. Tutors and class teachers can often build upon their special relationship with individual pupils to encourage honest and direct discussion. If the incident is not too serious, a problem-solving, restorative approach may help. This can include making arrangements to counsel victims and bullies as part of the procedures and ensuring that victims feel supported rather than ignored or undermined. It is helpful to have a clear investigation system which is known and understood by all involved.

Schools have found that an effective way of dealing with bullying is by helping pupils to help themselves and each other e.g. through class, circle or tutorial time in understanding the needs of their peers. These can be planned sessions, as part of a proactive restorative approach, in which a teacher facilitates a safe and positive environment for pupils to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way.

Resolving bullying using more formal Restorative Strategies is by far the most effective strategy. All stakeholders, or representatives, are involved in the process which ensures complete buy-in. With pupils or students' involvement at all levels of the strategy, the effect is of "doing with" rather than "doing to". (Please refer to page 21).

Case study: College Park Infant School

At College Park Infant School we follow a set course of 5 stepped actions if an accusation of bullying is made.

1. **Be available:** break the code of secrecy. Make it known that you are ready to listen. Provide immediate support

2. **Listen to the victim:** ask the victim who was involved and how they are feeling

3. **Record:** in more serious cases ensure the incident is recorded and that reports are collated

4. **Respond:** ensure that your response is non-aggressive and provides a model of positive behaviour. Identify pupils with a long term need, requiring a development programme

5. **Follow-up:** review progress and evaluate policies and intervention

Extract from: Promoting Anti-Bullying at College Park Infant School, Summary of Full Policy

Applying sanctions

Schools should apply sanctions to pupils who bully in order to show clearly that their behaviour is wrong. Sanctions must be applied fairly, consistently, and reasonably taking account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important 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 child engaging in bullying may need support themselves.

Disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he / she has done is unacceptable

- deter him/her from repeating that behaviour

- signal to other pupils that the behaviour is unacceptable.

Sanctions should be used where bullying behaviour is clearly proven. Whatever sanctions the school undertakes they need to relate to the school's general discipline policy. Where incidents are mild a counselling or problem-solving approach may be useful.

Involvement of parents at an early stage is essential. It is vital that accurate records are kept of incidents and of how the school has responded. Care should be taken to ensure sanctions are balanced with support to help those who have bullied to change their behaviour. It will often be appropriate to complete an Early Help Assessment in cases where a pupil has engaged in repeated or severe bullying behaviour or where a child may have been harmed or may be at risk of harm.

The Early Help Assessment process is entirely voluntary. However, where a parent/ carer refuses to engage and you are concerned about the safety of welfare of a child, you should escalate your concerns by talking to your safeguarding or child protection team.

Exclusion should be used sparingly as it may not be the most effective way forward as a response to bullying. It should only be used as a last resort. Permanent exclusion may simply transfer the problem to another school and fail to address the underlying causes.

Where exclusion is used schools must plan for effective reintegration to ensure that the pupil responsible for bullying receives advice and guidance before re-joining their peers. Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes it clear that 'exclude' means exclude on disciplinary grounds.

Restorative practice strategies

It is anticipated that within the next 3 years, all Portsmouth schools, academies and colleges will have adopted the restorative approach to resolving any incidents of bullying.

The essence of Restorative Practice is one of adults and children/young people working together to resolve issues. This type of practice has a strong evidence base, is inexpensive to roll out and is underpinned by a set of principles that 'feel right'. Some settings in Portsmouth already use Restorative Practice and therefore will be able to share this good practice between settings.

These are the 10 principles underlying Restorative Practice:

1. Giving children and families responsibility within a framework of empathy and empowerment

2. High support with high challenge

3. 'Doing with' not 'doing to' or 'doing for'

4. Places strong relationships at the heart of change and improvement

5. Joint problem-solving

6. Solution-focussed

7. Forward looking

8. Respectful and honest

9. Mutual accountability for outcomes

10. Informs practitioner-practitioner relationships and manager-practitioner relationships

Support for victims and perpetrators

In some cases, schools may feel that a child or young person's circumstances or behaviour make him or her vulnerable to anti-social behaviour, social exclusion, or possible offending either as a victim or perpetrator. The Early Help Assessment (EHA) process allows schools to gather information from the child, his or her parents/ carers and other relevant agencies (see above).

With parental consent, the school can use the EHA to put in place a multi-agency programme of support which can be regularly reviewed.

Portsmouth Multi–Agency Safeguarding Hub (MASH) should be the first point of contact should any professional be concerned about a child's welfare or are worried they are being abused. Contact details are in Appendix 4.

Even where safeguarding is not considered to be an issue, schools 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.

Identifying and supporting vulnerable children

It is important to identify particularly vulnerable groups both in the anti-bullying policy and in a positive and pro-active way with all staff. Everyone needs to be aware of the different groups that the children and young people in their care belong to. This may not always be easy and some staff may be reluctant to identify or 'label' certain groups e.g. any child perceived to be LGBT+.

Vulnerable groups that are identified are likely to include black and minority ethnic (BME) groups; travellers; refugees; children or young people who have come out or may identify as LGBT+, mid-term arrivals, pupils who transfer late into the school, children/ young people in care, young carers, teenage parents, those with special educational needs and/or disabilities, or those who may find it more difficult to make or sustain friendships.

An effective and positive plan of action to support these pupils should be in place and the groups need to be known by all staff. An adult key worker could also be identified to meet with these groups regularly. Peer support through a 'buddy' scheme could also be effective.

Transition between key stages and schools

Fear of bullying may be a concern for pupils during the transition between key stages and schools.

Staff should take these concerns seriously and use the transition opportunity to reinforce the school's anti-bullying policy and procedures. Feeder visits to primary schools, parent/carer meetings, whole class lessons with their new teacher, pupil presentations, interviews with pupils and parents/carers and peer visits from junior pupils to infants and secondary pupils to primaries are all perfect opportunities to share the school's policy and procedures.

Effective recording, reporting and sharing of information between infant and junior schools and between primary and secondary schools is also vital to ensure vulnerable groups and individuals receive appropriate and timely support. The Early Help Assessment is also a useful tool for this purpose.

Beyond the classroom

Much bullying can take place outside the classroom, usually out of view of adults. Schools should aim to reduce bullying by:

- increased supervision and the elimination of areas where supervision is obstructed
- making positive improvements to school facilities to support positive use of break times, supported by a play policy
- create "safe spaces" for vulnerable pupils
- identifying and mapping bullying 'hotspots' and increasing supervision in these areas when and where appropriate
- working with pupils on personal safety themes
- training of pupil anti-bullying ambassadors and peer mediators and making them clearly identifiable (e.g. wristband, badge, etc).

Working with other agencies

Use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence

may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.

Police Safer Neighbourhood Teams can advise on reporting crimes including assault, threat and harassment if the victim wants to take further action or if the school feels that there is a risk to the public. Police officers can take an active role in ensuring playgrounds and routes to and from school become safer. Several school-attached police officers have been trained in Restorative Justice approaches to resolving incidents. This model is best applied as a whole school approach to handling a range of incidents and not just for critical incidents.

Some pupils who have been bullied may retaliate violently against the perpetrators. In such cases, staff must investigate thoroughly and without bias to check the facts in order to establish the extent of the bullying, the effectiveness of the school's response to previous incidents and allow the young person to put forward his or her case. Incidents in which a young person has been persistently bullied and responds inappropriately should be considered differently from unprovoked attacks.

Training of staff and governors

All staff at all levels in the school and governors should receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying.

Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, understand what their role is in dealing with bullying, the legal responsibilities regarding bullying, how to resolve problems and know what sanctions and behaviour management strategies are in place, and where to seek support.

Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disabilities (SEND) and lesbian, gay, bisexual and transgender (LGBT+) pupils.

Cottage Grove Primary School

Section 7

Monitoring and evaluation

As stated in Section 3, every school, college and academy must have measures in place to prevent all forms of bullying.

To ensure that the Anti–Bullying policy is working effectively and to help schools identify patterns of bullying behaviour there must be mechanisms for monitoring, reviewing and evaluating bullying and prejudice-based incidents. This process will provide schools with the necessary information to assess and evaluate whether their efforts to reduce and eliminate incidences of bullying and harassment are successful. Monitoring will help schools to identify whether policy and practice needs amending. In developing the policy schools should build in an annual review date in addition to regular monitoring and evaluating.

Each school should establish a methodology for recording and reporting on incidents of bullying, harassment and prejudice-based incidents in its school.

Schools may wish to involve pupils in the process of monitoring and evaluating, and methods of consultation can be undertaken for example through the School Council. In doing so it might provide baseline data as an indication of measuring levels of bullying and harassment over a period of time.

Governing bodies should require schools' analysis of bullying and the actions taken to be included in the Headteachers' report to governors, and challenge and support the school accordingly. Governors should also independently seek the views of pupils, parents and staff on a regular basis to evaluate effectiveness.

Areas of bullying, harassment and prejudice-based incidents to consider for monitoring could include:

- the number and type of reported incidents of bullying and harassment
- how these incidents were addressed, the outcomes and feedback given
- where the incidents took place
- the levels of parental involvement
- number of staff and governors undertaking training

- contacts with external agencies and support services
- background of the perpetrators and victims i.e. age, culture, ethnicity, faith, religion, sexual orientation, any special educational needs or disability.

This list is not exhaustive and schools will wish to add their own areas of concern.

Monitoring and evaluation should be undertaken by a key member of staff who identifies progress and highlights where the policy is really effective. Within this strategy it should be made clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

A termly report to governors, parents and staff is good practice.

Information on the extent of bullying can be drawn from school incident records, surveys of staff, parents and pupils and anonymous reporting systems.

Schools can incorporate the results of their evaluation of the anti-bullying policy in their Self–Evaluation Form (SEF).

After working through these strategies, schools may find that:

- staff are more vigilant and responsive to bullying
- fewer pupils report being bullied
- fewer pupils report that they have bullied others
- more pupils say they would not join in bullying
- more pupils would tell a member of staff if they were being bullied.

Section 8

Opportunities to promote anti-bullying messages through the curriculum

One of the most effective ways of preventing bullying is through the curriculum and this should not just be limited to PSHE. Other effective ways are focus days or particular weeks including Anti–Bullying Week in November each year. However, as and when appropriate, other 'off-timetable' weeks in the school year will have extra impact. The danger with such days or weeks is that they can become a 'tick box' exercise with schools thinking, "We did anti-bullying back in November so that's that." Obviously in schools where best practice is carried out, many opportunities are taken to effectively spread the anti-bullying message throughout the year and across the curriculum.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So, when reviewing the curriculum for anti-bullying work, schools will find it useful to review:

- the school curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area

- the contribution to anti-bullying work in specific curriculum areas such as PSHE, Citizenship and in the Social and Emotional Aspects of Learning (SEAL) programme

- how assemblies, class time, and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice

- how transition is planned and delivered:
    - » at planned times (e.g. for year 6 and 7 pupils)
    - » for individuals arriving at other times in the school year
    - » for individuals needing specific support.

Schools should ensure that their curriculum, including PSHE and citizenship:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, gender identity, disability and ability

- includes a clear progression that takes account of the age and maturity of pupils

- is tailored to the particular needs of the current and anticipated intake of the school

- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

Case study: Penhale Infant School

During an assemble at Penhale, children were encouraged by the PSHE lead to take part in "Friendship Friday" when they are encouraged to play with someone they don't normally play with. This was reinforced during circle time when they talked about how they could approach children and ask them to join in. Following a very successful Friendship Friday the children asked if this could happen every Friday. It is now a regular feature. The children also like it because on Friendship Friday they get 5 minutes extra play!

Opportunities occur throughout the key stages to reinforce key messages:

- **Key Stage 1** – "to recognise different types of teasing and bullying, to understand these are wrong and unacceptable"; to learn "strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help";

- **Key Stage 2** – "to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)"; "how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)"; "to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk"; "how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters"

- **Key Stage 3** – "to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted"; to learn about "the similarities, differences and diversity among people of different race, culture,

ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities" and "strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives"

- **Key Stage 4** – "to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support";

- **Key Stage 5** – to learn how to "recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment".

(PSHE Association Programme of Study Stages 1 – 5)

Case study: Mayfield School

Mayfield School makes a conscientious effort to bring the anti-bullying ideology into their curriculum. For example, during Valentine's Week, pupils were educated about relationships as a whole, which in turn helped to address and reduce bullying behaviour. PSHE time in Year 7 covers 'working with others' in the Autumn Term. Pupils are taught to understand what is and is not tolerated and are made familiar with the staff who can support them if they encounter any form of bullying. Emotive video clips are shown under this topic, to help the pupils feel empowered to support each other and to avoid being a silent bystander if bullying was to occur.

Case study: King Richard School

All Year 7 pupils participate in a 'what is bullying?' lesson where they are able to discuss topics in safe and non-judgemental environment. At the end of Year 7, pupils complete an anonymous questionnaire about bullying. A DVD is also shown which demonstrates the effects and consequences of bullying and highlights the different types of bullying.

Cross curricular development and classroom strategies:

- the development of Circle Time strategies and linked programmes, including Golden Time or SEAL, offer pupils and teachers the opportunity to explore and examine the issue of bullying in a structured and supportive way

- many subject areas within the existing curriculum could be used to promote anti-bullying values and co-operative behaviour

- encourage co-operative behaviour by praising pupils for being helpful, kind and caring to peers and adults in the school and setting them tasks in which they take responsibility for the care of others e.g. welcoming visitors

- encourage co-operative activity through group tasks, experiments and investigations

- drama and role-playing – pupils can be shown through drama and role-play how to deal with or prevent bullying and can learn alternative means of resolving conflict

- reading stories that tackle this issue.
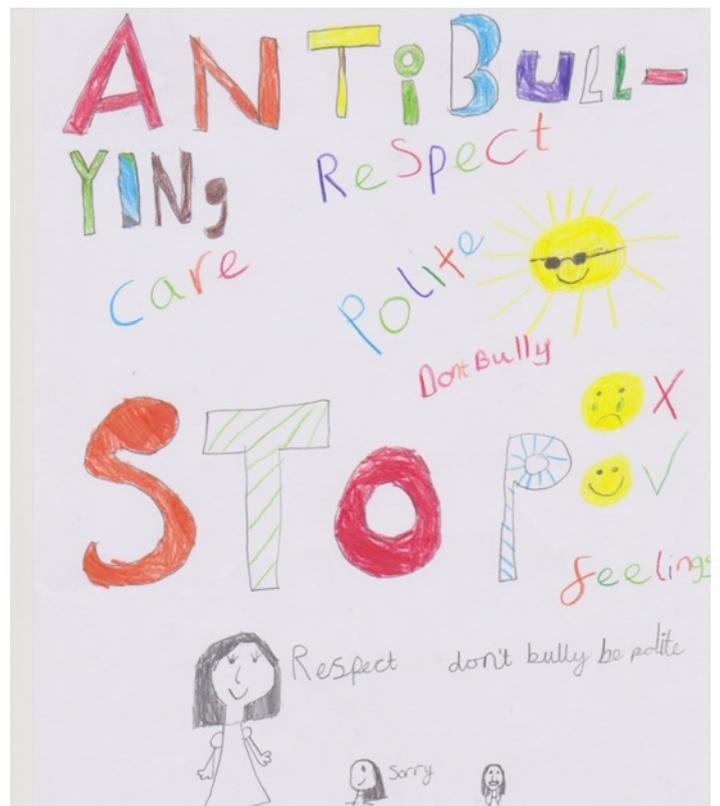
Cottage Grove Primary School

Section 9

Homophobic, biphobic and transphobic bullying

Homophobic, Biphobic and Transphobic (HBT) bullying occurs when bullying is motivated by prejudice against people who identify as, or who are perceived to be, lesbian, gay, bisexual or transgender. The full spectrum of human sexuality and the terms people use to describe themselves is rapidly evolving. The umbrella acronym 'LGBT+' is now used to include all sexual orientations and gender identities.

When discussing this with children and young people, it is important to be as inclusive and as accurate as possible. (See Glossary of Terms on pages 31–32). Many people who are unfamiliar with the spectrum of human sexuality and gender identity often struggle with definitions and are fearful of causing offence This can hinder appropriate and useful discussions with pupils. It's important for us, as educators, to acknowledge that these terms are constantly evolving and that if we make a mistake, it is unintentional; simply apologise and move on.

The third Stonewall School Report, (available at **www.stonewall.org.uk/schoolreport)** published in June 2017, includes the specific experiences of trans pupils. It is the most comprehensive survey into the experiences of LGBT+ pupils in Britain today. Between November 2016 and February 2017, the Centre for Family Research at the University of Cambridge, was commissioned by Stonewall to conduct a survey with young people who are LGBT+ or who think they might be. The survey focussed on their experiences in secondary schools and colleges across Britain. 3,713 students took part in an online survey. Highlights are presented here:

- Nearly half of LGBT+ pupils (45%)–including 64% of trans pupils–are bullied for being LGBT+ at school

- HBT language is still endemic in UK schools: 86% of LGBT+ pupils regularly hear phrases such as 'that's so gay' or 'you're so gay' in school

- Seven in ten LGBT+ pupils (68%) report that teachers or school staff only 'sometimes' or 'never' challenge HBT language when they hear it

- Two in five LGBT+ pupils (40%) are never taught anything about LGBT+ issues at school

- More than half of LGBT+ pupils (53%) say that there isn't an adult at school they can talk to about being LGBT+

- Half of bullied LGBT+ (52%) feel that HBT bullying has had a negative effect on their plans for future education

- More than two in five trans young people (45%) have attempted to take their own life. For LGB young people who aren't trans, one in five (22%) have attempted to take their own life

- Two in five LGBT+ young people (40%) have been the target of HBT abuse online

Compared to the findings of the 2007 and 2012 Stonewall School Reports, in 2017, it can be seen that:

- LGB pupils are less likely to experience homophobic and biphobic bullying at school

- Homophobic language is still prevalent but decreasing

- Schools are much more likely to say that homophobic bullying is wrong

- Pupils are more likely to be taught about LGBT+ issues at school

- Experiences of poor mental health remain alarmingly high

(Stonewall School Report, June 2017)

The full report can be accessed at **www.stonewall.org.uk/school-report-2017**

Homophobic, biphobic and transphobic bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are LGBT+.

Generally, HBT bullying looks like other sorts of bullying, but in particular it can include:

- **Verbal abuse**–including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay', for example 'you're such a gay boy' or 'those trainers are so gay'

- **Physical abuse**–including hitting, punching, kicking, sexual assault and threatening behaviour

- **Cyber bullying**–using online spaces to spread rumours about someone or exclude them. It can also include text messaging, including video and picture messaging.

Portsmouth City Council (PCC) continues to be a part of the Stonewall Education Champions Programme through which the Council can provide educational resources and training support to local schools to help them tackle HBT bullying.

PCC has completed Stonewall's Education Equality Index to benchmark itself against other Local Authorities and to demonstrate the delivery of improved and measurable outcomes. This is completed on an annual basis.

As part of the index, and in recognising and incorporating good practice across the council, schools, colleges and academies can expect PCC to:

- **Work in partnership with local services**–this includes working with a range of public and third sector organisations such as the police, health services, and local LGBT+ groups, to prevent and tackle HBT bullying in schools

- **Offer staff training**–LGBT+ and anti-bullying training is offered to local authority staff who work directly with children and young people, as well as to senior leadership teams in schools, teachers, non-teaching staff and governors

- **Share best practice**–primary, secondary and special schools demonstrate best practice by working with other schools to share their experience and inspire change beyond their own school gates. PCC enables and encourages this.

- **Survey children and young people**–PCC gains a better understanding and more insight into children and young people's experiences of HBT bullying through regular surveys and direct consultation

- **Record and monitor HBT bullying**–Guidance is offered to schools on how to record and monitor incidents of HBT bullying and language

- **Encourage schools to work together**–PCC champions collaborative working by encouraging schools to combine resources and share knowledge on LGBT+ matters

- **Offer mental health support**–mental health support services, specifically aimed at LGBT+ young people, are actively promoted to secondary schools and youth groups

- **Empower children and young people**–children and young people are inspired and empowered at a strategic level (in review of policy and practice) and through direct teaching practice

- **Celebrate success**–stories are shared in the local press and on social media to celebrate achievements and inspire others to take actions on LGBT+ inclusion in schools

- **Work with Stonewall**–all Stonewall's Top 10 Local Authorities have been part of Stonewall's Education Champions programme

(Stonewall Education Equality Index 2017)

Strategies for addressing homophobic, biphobic and transphobic (HBT) bullying in schools

To create an inclusive environment in your school where all pupils feel safe and are able to fulfil their potential requires a whole school approach. HBT bullying is most effectively challenged through a whole school approach that is systematic and integrated throughout the primary and secondary curriculum.

School leaders should seek to create a school ethos in which pupils understand that HBT bullying is as unacceptable as racist or sexist bullying. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

Case study: Charter Academy

Charter Academy promotes an inclusive environment where pupils feel safe and are able to discuss any issues concerning their sexuality. The academy has a notable number of pupils who have 'come out' and who are actively supported by staff and pupils alike, underpinned by a whole school approach that challenges any kind of homophobic bullying.

In line with best practice shared amongst schools, the following 13 steps can be taken to address HBT bullying in your school:

Step 1: Acknowledge and identify the problem

The most important step is to recognise that all sorts of bullying takes place in schools, even in some forms that are not immediately visible. School policies should make clear that there is zero tolerance for all forms of bullying and discrimination in the school community. HBT Bullying is commonplace in our schools, yet many schools do not adequately acknowledge the problem. All incidents of Homophobic and biphobic bullying, including language used, should be recorded. Transphobic incidents and language should be recorded as a discrete category and these should be and tracked over time.

Step 2: Explain language

All school staff, but especially teachers, should be willing and able to explain to children and young people why it's important to use language in its proper context and what terms such as gay actually mean, in an age-appropriate way.

Step 3: Do not make assumptions

School staff should not assume that all pupils come from heterosexual, nuclear families with a mum and a dad. Schools should recognise the difference and diversity of family life by displaying Stonewall's 'Different Families' posters around the school. Including different families in the curriculum and stocking age-appropriate books featuring different families in libraries and classroom book collections. Schools should also not assume that all pupils are heterosexual, cisgender and will grow up to marry someone of the opposite sex. Similarly, schools should not assume that all staff are heterosexual, cisgender and married to someone of the opposite sex. This is heteronormativity and must be effectively challenged. Also, schools should not assume that all pupils experiencing HBT bullying are LGBT+. HBT bullying can be directed at those who are perceived by others to be LGBT+.

Step 4: Promote a fully inclusive curriculum

Primary schools can use Stonewall's 'Different Families' resources and the four short films in the 'FREE' resource.

Visit **www.stonewall.org.uk/educationresources** and **www.stonewallprimary.org.uk**

Secondary schools may also make use of 'FREE' particularly in Years 7 and 8. It may be more appropriate for students in Year 9 and above to watch the Stonewall DVD 'FIT'. Visit: **www.stonewall.org. uk/our-work/education-resources** for posters and other appropriate resources.

Build in to the academic year appropriate events to celebrate, including Black History Month (October); Anti–Bullying Week (November); LGBT+ History Month (February); Bi Visibility Day (23 September), Transgender Day of Visibility (31 March), International Day Against Homophobia, Biphobia and Transphobia (17 May); Multilingual Month (March); Gypsy Roma and Traveller History Month (June). Do not however just limit marking and celebrating these events to the months mentioned above. Actively seek opportunities to include these events/themes in relevant curriculum areas throughout the year. Create appropriate displays in classrooms and around your school to showcase and celebrate work done as part of these events.

Step 5: Encourage pupils and staff to be themselves

By actively celebrating difference and diversity, schools can challenge stereotypes and make clear to pupils and staff that it's important that they are able to be themselves. Openly LGBT+ staff, governors, parents/carers and/or pupils can all be strong role models for the school.

Step 6: Lead from the top

The success of any new initiative or piece of work such as this will only succeed if the senior leadership team of the school wholeheartedly buys into it and stands up for the work done including supporting all staff leading on the work. Training opportunities need to be planned and delivered and strong support systems in place both for pupils and staff. It should not be assumed that only LGBT+ staff are able to deal with HBT bullying. All staff should be trained to feel confident effectively and appropriately tackle incidents of HBT bullying.

Step 7: Promote a positive social environment

The ethos of the entire school community, including all staff and parents/carers, should be there to support all pupils, regardless of their differences and to ensure they are happy and safe. Secondary schools might want to consider the establishment of a Gay Straight Alliance Group (GSA). King Richard School, Priory School and The Portsmouth Academy have established GSAs with support from the 4U Project. Such groups can support gay pupils and create an environment where they can socialise with straight friends and work together against discrimination.

Step 8: Support transition between key stages and schools:

Primary schools can prepare pupils for entering secondary school by making clear that they do not have to put up with HBT bullying. By engaging with feeder secondary schools, primaries can also ensure their policies protect difference and diversity too. In addition to this, the sharing of relevant and appropriate information about pupils, including their family background, will ensure the continuity of quality support for individuals.

Step 9: Involve young people

Schools should seek young people's involvement in work around HBT bullying and celebrating difference including, for example, the writing of policies, planning and delivering assemblies, creating displays, establishing support groups and peer mediation.

Step 10: Engage parents and carers

Parents and carers should be kept involved about this work and encouraged to get involved. Being open and transparent about efforts to celebrate difference and diversity means it's much less likely a school will experience resistance from parents and carers.

Step 11: Know the law

Schools should remember that it's their responsibility to make sure that pupils from all backgrounds feel included in their learning. This is supported by the Ofsted inspection framework, the Teachers' Standards, and the Equality Act 2010.

Step 12: Learn from others

Schools at the beginning of their journey needn't reinvent the wheel but can learn from the best practice of other settings. The Stonewall School Champions programme is designed to train teachers and facilitate the creation of networks of schools to share best practice with one another. **www.stonewall.org.uk/teachertraining**

Step 13: Celebrate successes and achievements

Make successes known, such as updating the school anti-bullying policy or reducing the incidence of bullying, through tutorial time, newsletters, noticeboards or websites. Consider national awards such as the Diana Award. Share your good work with the local press, including pupils where it is safe and appropriate to do so.

Admiral Lord Nelson School

Case Study: Admiral Lord Nelson School

"Over the last year ALNS has focused on getting the message of being kind to each other out there. We followed the Anti–Bullying Week theme of "Power for Good" and created "compliments trees" for each classroom where each student wrote and received a compliment on a leaf which formed part of their tutor group "tree". This was then displayed in the tutor base all year, acting as a visual reminder for them to see each morning, a bit of a chance to start the day feeling good about themselves and thinking about how they talk to each other. We also wanted to make Anti Bullying a year-round priority so created the role of Anti Bullying Ambassadors with representatives from all year groups who are proud to wear badges and have their photographs on year group notice boards– again visually reminding us all that bullying is not ok and giving students peers that they can go to should the need arise! These students also ran year group assemblies and acted as a student voice group on where we needed to go next. Focusing on tackling prejudice based bullying was deemed by the students to be important, looking at what is "banter" and what is absolutely not! Towards this aim, we became a Stonewall Champion School in April and intend to develop this work further this year. Sitting alongside our work to highlight "All Different all Equal" as is the ABW theme this year, we are going to concentrate our efforts around one of the Stonewall Slogans "No bystanders!" with displays, assemblies and training for staff already planned in and begun."

Glossary of terms

Here is a guide to help you understand some of the words used in this section. This glossary may also help you to understand some of the terms LGBT+ people use to describe themselves. This is not an exhaustive list but it will hopefully provide a way to start a conversation and to understand an LGBT+ young person.

Language, particularly for trans people, is developing and changing all the time. There is not a "one size fits all" approach to words trans people use about themselves. A good way to start a conversation with a trans person is to ask which is their preferred name and which pronouns they use and feel most comfortable with.

Androgynous–being androgynous means having the characteristics or nature of both male and female. An androgynous person is someone who is neither specifically feminine nor masculine. People who are androgynous may use the androgynous pronoun them. Androgynous can also refer to the blurring of traditional male and female roles. Famously, certain pop stars played with androgyny in the 1980's e.g. Boy George, Marilyn, Pete Burns, Annie Lennox, KD Lang

Asexual–someone who is asexual has little or no sexual attraction to anyone.

Bisexual–A person who experiences attraction to two genders–usually Male and Female.

Cisgender–Someone whose gender identity is congruent with the sex they were assigned at birth.

Demisexual–A person who can only experience sexual attraction after forming a strong emotional bond.

FTM–An acronym meaning female to male, used to describe people whose birth assigned gender was female and they are transitioning or have transitioned to male.

Gay–To experience attraction to the same gender. This word is mostly used by men although some lesbians may also use the term 'gay women'.

Gender Expression–refers to the ways in which we each manifest masculinity or femininity. It is usually an extension of our "gender identity," our innate sense of being male or female. Each of us expresses a gender every day–by the way we style our hair, select our clothing, or even the way we stand.

Gender Fluid–Gender fluid refers to a gender identity which varies over time. A gender fluid person may at any time identify as male, female, or any other non-binary identity, or some combination of identities. Their gender can also vary at random or vary in response to different circumstances.

Gender Identity–When a person is born they are assigned a sex, usually male or female. A person's gender identity is their own expression and outward manifestation of their gender which may be different from the sex assigned at birth. This is often referred

to as gender incongruence, and such a person may identify themselves as Trans.

Gender Neutral – A person who identifies as neither male nor female.

Lesbian – A woman who experiences attraction to other women.

LGBT+ – Lesbian, Gay, Bisexual and Trans. The '+' is to include other gender identities and sexual orientations, like pansexual and gender-fluid.

MTF – An acronym meaning male to female, used to describe people whose birth assigned gender was male and they are transitioning or have transitioned to female.

Non – Binary – A gender identity that is neither exclusively male or female.

Pansexual – a person who experiences attraction to people that is not limited by gender, gender identity or gender expression.

Queer – A umbrella term used by some LGBT+ people to describe sexual orientation or gender identity.

Sexual Orientation – a person's sexual identity in relation to the gender to which they are attracted.

Trans – an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) Transgender, Transsexual, Gender-queer (GQ), Gender-fluid, Non-binary, Gender-variant, Crossdresser, Genderless, Agender, Nongender, Third gender, Two-spirit, Bi-gender, Transman, Transwoman,Trans masculine, Trans feminine and Neutrois.

Useful contacts and resources

4U Youth Project

4U is a citywide service that works with young people aged 11 – 19 years old who identify as LGBT+ or are questioning their sexuality or gender identity.

Email: **4u.project@portsmouthcc.gov.uk**

Tel: **07931 536973**

Anti – Bullying Alliance

The Anti – Bullying Alliance was established by the NSPCC and the National Children's Bureau and provides expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/dcsf-safe-learn-guides

Community Safety – Hate Crime

Victims of hate crime can call Victim Support in Hampshire on **023 8024 0616**.

Or Victim Support on **08 08 16 89 111** weeknights from 8pm to 8am.

www.saferportsmouth.org.uk/violence-abuse/for-portsmouth-residents/hate-crime/

Diversity Role Models

Diversity Role Models actively seeks to prevent HBT bullying in UK schools.

www.diversityrolemodels.org

Educational Action Challenging Homophobia, Biphobia and Transphobia (EACH)

Educational Action Challenging Homophobia (EACH) is a charity providing training, resources and support services to affirm the lives of LGBT+ people.

www.each.education

Gendered Intelligence

Gendered Intelligence works with the trans community and those who impact on trans lives. They deliver trans youth programmes, support for parents and carers, professional development and trans awareness training.

www.genderedintelligence.co.uk

General Hampshire LGBT+ Information:

www.visit-hampshire.co.uk/visitor-information/lgbt

"Kings, Princesses, Ducks and Penguins"

A resource written by an ex-primary school Deputy Head, uses tried and tested lesson activities for more than 30 age-appropriate picture books and novels books for children from Nursery up to Year 6.

Email: **john@empower-me-now.com**

Tel: Ryan Whittington at Derbyshire LGBT+ on **013 3220 7704** to purchase a copy.

LGBT+ Switchboard

A helpline providing a confidential, one-stop listening service for LGBT+ people on the phone, by email and through Instant Messaging. All volunteers staffing the helpline identify as LGBT+.

www.switchboard.lgbt/

Helpline: **0300 330 063**

Mermaids

Mermaids work to raise awareness about gender nonconformity in children and young people amongst professionals and the general public.

www.mermaidsuk.org.uk

Ofsted

Ofsted provides a number of examples of good practice of school's actions to prevent and tackle HBT bullying including: **www.gov.uk/government/ uploads/system/uploads/attachment_data/ file/379148/The_20Jenny_20Hammond_20Primar y_20School_20-_20good_20practice_20example. pdf**

Phoenix (Portsmouth)

Support group for trans young people.

Contact Jane Butt **023 9268 3306**

School's Out!

This national organisation aims to make schools safe and inclusive for everyone. Support is provided for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.

www.schools-out.org.uk

Show Racism the Red Card: "Homophobia: Let's Tackle It"

Schools can purchase a DVD featuring two films which are accompanied by a 49-page education pack containing a variety of participatory activities, further information and supporting materials for upper KS2 to adults.

STANCE

STANCE provides a broad 'whole school' resource pack for dealing with homophobic bullying.

www.stance.org.uk

Stonewall

Stonewall is renowned for its campaigning and lobbying. Stonewall has also developed an extensive range of age-appropriate resources available for schools and those working with young people. It also offers primary and secondary teacher training on tackling HBT bullying and creating a trans inclusive school.

www.stonewall.org.uk

For resources: **www.stonewall.org.uk/education-resources**

UK Intersex Association

The United Kingdom Intersex Association (UKIA) is an education, advocacy, campaigning and support organisation which works on behalf of Intersex people.

www.ukia.co.uk

Section 10

Cyber bullying

Over recent years, cyber bullying is an issue that has hit the national headlines and had devastating impacts upon the lives of so many young people. An expansion of 'traditional' offline bullying, cyber bullying has been found to seriously undermine the health and wellbeing of those who are subjected to it. 17% of young people aged 12–20 surveyed by Ditch the Label have experienced cyber bullying.

Cyber bullying can happen at all times of the day, with a potentially much bigger audience, and more accessories as people forward on content at a click. Adults tend to be much less familiar with the ways in which it is conducted than young people. Unless reported by young people, this type of bullying is at risk of being 'off the radar' for many adults. Cyber bullying can have a serious impact on a child's mental health and how they manage at school. Cyber bullying can be totally overwhelming and can result in feelings of embarrassment, worry and fear. Many children feel unable to confide in an adult because they feel ashamed. It is well documented that cyber bullying can result in tragic consequences including suicide and self-harm.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available. The Education and Inspections Act 2006 gives Headteachers the power to regulate the conduct of pupils when they are away from school premises. As long as the school's behavioural policy makes it clear that disciplinary sanctions may be imposed, even in relation to conduct which takes place outside school premises, there is no reason why the Headteacher cannot take action against a pupil who bullies other pupils or staff members online using a home computer, mobile phone or tablet.

For many young people, significant aspects of their social interaction are conducted online. This is their mechanism for communication and for building or losing prestige with their peer group. The process of 'liking' provides continuous feedback of popularity and status within the group and potential risk of alienation. For some individuals, this will be as a result of a complex range of reasons related to perceptions of 'not fitting in'.

Cyber bullying can significantly add to victims' sense of insecurity and isolation, more so than any other kind of bullying. They can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.

'Sexting' and 'fraping' remain a cause for concern. 'Sexting' is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet. Research from the charity 'Beatbullying' indicates that over a third (38%) of under-18s have received an offensive or distressing sexual image via text or email. Common 'sexts' include images of young boys exposing themselves, boys requesting girls to remove their clothing and images of sexual acts which would be considered by most as pornographic. 'Fraping' is the sending of messages on Facebook by a third party. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an expanding and rapidly evolving area of concern.

In cyber bullying, bystanders can easily become perpetrators by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' who actively support cyber bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

In Portsmouth, the Portsmouth Safeguarding Children Board has developed an E-safety Strategy 'Children Protected when Connected'. For further information go to: **www.portsmouthscb.org.uk/parents-carers/online-safety/**

Hampshire Constabulary's advice for keeping safe online is as follows:

For social networking:

Make sure you:

- think carefully about the images, videos and content that you share: don't give out personal details or photographs

- remember that if you wouldn't do or say it in the real world, don't do it online

- set your privacy settings to the highest level and check them regularly as updates can affect settings

- don't add or accept requests from people you don't know: don't take other people at face value – they may not be who they claim to be. Never arrange to meet someone you've only met on the internet. Stay in public areas of chat rooms where there are others around

- don't click on a link or download a file unless you know and trust where it has come from

- never respond directly to anything you find disturbing – save or print it, log off and tell a trusted adult

For parents:

- keep computers and games consoles in family rooms where you can monitor activity

- install parental control software or activate parental controls through your Internet Service Provider (ISP) to prevent access to inappropriate content

- 'friend' or 'follow' your child on social networking sites, so you can see how they are using them

- check they are old enough to join any websites or social networks with age restrictions

- advise your child not to post personal information or any images they wouldn't want everyone to see

- avoid using webcams unless talking to close friends or family and consider covering it when not in use

- monitor their usage and be watchful for any secretive behaviour

- encourage your child to be open about what they do online and who they're talking to

- offer to go with them if they wish to meet online friends

- ensure the games your child plays online are age appropriate

Strategies for addressing cyber bullying in schools

Good practice in terms of strategies that schools can adopt to prevent cyber bullying and to promote the safe and positive use of technology include some of the following principles and strategies:

- Review and update existing anti-bullying, behaviour and pastoral care policies to include cyber bullying – ensure that pupils, parents and staff are all aware of the procedures and sanctions for dealing with cyber bullying, including bullying that takes place out of school

- Create clear policies and procedures on internet use in school – it is advisable that schools establish, or review existing, acceptable use policies, referencing responsible use of school it networks and equipment, VLEs and mobile phones

- Provide clear definitions of cyber bullying and information about how pupils can report any concerns about the inappropriate use of technology

- Ensure staff are trained and aware of the options available to prevent cyber bullying and how to support students

- Ensure that staff have a clear understanding of the boundaries between their own professional and personal use of social networking. Make sure this is explicit in your staff Code of Conduct

- Identify a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety

- Provide education and discussion around the responsible use of technologies and helping children and young people deal confidently with any problems that might arise, in or out of school

- Make use of the curriculum to promote a culture and ethos for the responsible and safe use of technology

- Provide information for parents and carers about the ways in which they can support the positive use of technology

- Record, investigate, respond and monitor any instances of cyber bullying, working in partnership with pupils, parents and staff. The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid the investigation

- Some forms of cyber bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options can include contacting the service provider, confiscating phones and contacting the police (in relation to illegal content)

- Advise those experiencing cyber bullying on steps they can take to avoid recurrence

- Take steps to identify the person responsible for bullying – steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and with the police involvement, obtaining user information from the service provider

- Once the person responsible for the cyber bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour

- Technology-specific sanctions for pupils engaged in cyber bullying could include removing the right to use a mobile phone on the school site.

Case study: Cottage Grove Primary School

Cottage Grove Primary School takes a serious stance on cyber bullying. Like many other schools, pupils at Cottage Grove are using the internet at an increasingly younger age and many of them use social media. The school provides its pupils with ICT lessons which includes cyber bullying, cyber trolling and online safety.

Case study: Mayfield School

Cyber bullying is now the most common form of bullying reported at the school. To tackle this, the school has invited outside speakers to talk about cyber bullying.

Case study: St. Edmund's School

The school holds an e-safety evening where parents and staff together discuss online safety and social networking. Parents are briefed about online safety and given resources on how to keep their child safe. It is an interactive session where parents are encouraged to ask questions.

Useful contacts and resources

Support for children and young people and professionals

If a young person discloses abuse, remind them that not only can they discuss this with you but that they can ring ChildLine on **0800 1111** for further help or reporting them on the CEOP website. CEOP is a command of the National Crime Agency and is dedicated to tackling the sexual abuse and exploitation of children and young people. You can report concerns about online grooming, sexual abuse and exploitation directly to CEOP at **www.ceop.police.uk** This also includes **www.thinkyouknow.co.uk** to support children and young people from 5 – 14+ as well as parents/carers.

Professionals can also contact the NSPCC Helpline for advice and support on **0808 800 5000** or email **help@nspcc.org.uk**

The NSPCC Share Aware campaign further provides specific advice on internet safety **www.nspcc.org.uk/shareaware** with a tool focussed on individual sites, apps and games at **www.net-aware.org.uk**

Childnet International also provides resources which help you to use the internet safely and positively as a professional, and information to help safeguard your workplace and the young people you work with. You can access these via their website: **www.childnet.com/teachers-and-professionals**

The Safer Internet Centre, co-funded by the European Commission, also provides a Helpline for

professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care. They provide support with all aspects of digital and online issues such as those which occur on social networking sites, cyber bullying, sexting, online gaming and child protection online. The Helpline aims to resolve issues professionals face about themselves, such as protecting professional identity and reputation, as well as young people in relation to online safety. For more information call **0844 381 4772** or visit **www.saferinternet.org.uk/about/helpline**

The NSPCC and CEOP have developed an e-learning course for professionals to better understand how to keep children safe online **www.nspcc.org.uk/training**

During the session, young people may raise questions about abuse within their relationships which is not happening online. There are a number of other resources which you can use to help facilitate discussion on relationship abuse, for example, the 'This is Abuse' discussion guide, which is targeted at 13 to 18-year old boys and girls is available to download from GOV. UK and covers sessions on relationship abuse, emotional abuse and physical and what consent means within their relationships.

CEOP – Child Exploitation and Online Prevention Centre **www.ceop.police.uk** **www.thinkuknow.co.uk** (for young people)

Childline for young people under 19 visit **www.childline.org.uk** or call **0800 1111**

Other useful contacts

Childnet

Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children.

www.childnet.com

www.childnet.com/resources/pshetoolkit

Digizen

The Digizen website provides information for educators, parents, carers, and young people, to strengthen their awareness and understanding of what digital citizenship is and to encourage users of technology to be and become responsible DIGItal citiZENS.

www.Digizen.org

Digital Citizenship: Young people's rights on social media

The children's commissioner has designed lessons in partnership with the TES to raise young people's awareness of their online rights and to enable them to become better informed digital citizens.

https://www.tes.com/teaching-resources/digital-citizenship

E-safety Support

This company provides online training support for teachers, staff, governors, parents and pupils; age-appropriate e-safety lessons and assemblies; policy builder, templates and acceptable use policies; weekly updates, advice and guidance.

www.e-safetysupport.com

Get Safe Online

The website is a unique resource providing practical advice on how to protect yourself, your computers and mobiles device and your business against fraud, identity theft, viruses and many other problems encountered online.

www.getsafeonline.org

Government Guidance

Official government guidance for schools and colleges and governing bodies.

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Internet Matters

Online resource for parents to help keep their children safe online.

www.internetmatters.org

Internet Watch Foundation

Report child sexual abuse online.

www.iwf.org.uk

Kidscape

This organisation provides training opportunities under the 'Safeguarding' umbrella.

www.kidscape.org.uk

NSPCC

Helpline for Adults & Professionals:
www.nspcc.org.uk
0808 800 5000
help@nspcc.org.uk

Share Aware Campaign:
www.nspcc.org.uk/shareaware

This is Abuse:
www.thisisabuse.direct.gov.uk

02 Digital Family Internet Safety

Articles on everything from online bullying, to the apps your kids are using. Then help you with how to manage technology to keep your kids safe.

www.o2.co.uk/help/everything-else/digital-family

www.o2.co.uk/parents

Portsmouth Safeguarding Children Board

Lurking Trolls resource for children ages 5 – 11 plus lots of links to other resources and useful tips for children and young people to stay safe online.

www.portsmouthscb.org.uk/children-young-people/staying-safe-on-line

www.portsmouthscb.org.uk/online-safety-2/

Safety Net Kids

Contains useful information for children and young people.

www.safetynetkids.org.uk/personal-safety/staying-safe-online/

Sexting in Schools and Colleges

Responding to incidents and safeguarding young people.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Stonewall

Booklet compiled in 2014 for LGBT+ online safety.

www.stonewall.org.uk/sites/default/files/staying_safe_online_guide.pdf

UK Council for Child Internet Safety

This is a group of more than 200 organisations that work together to help keep children safe online.

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
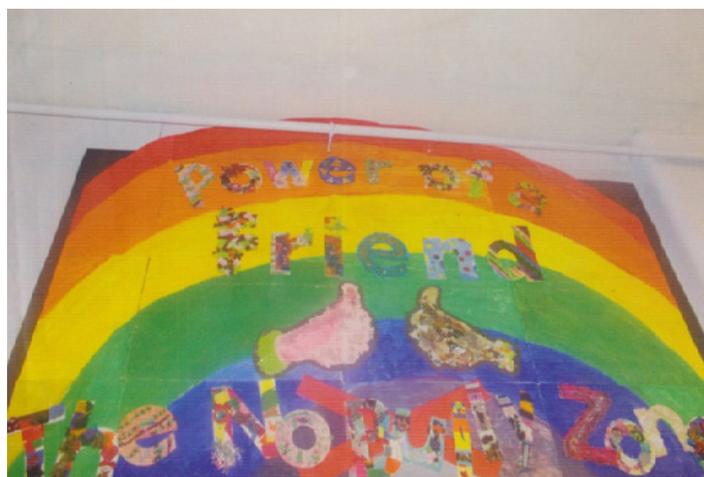
UK Safer Internet Centre

This includes resources for young people, from a wide range of organisations.

www.saferinternet.org.uk

Web We Want

Offers guidance for educators in Europe. Coordinated by European Schoolnet and contains resources for promoting online safety.

www.Webwewant.eu

Cottage Grove Primary School

Section 11

Gender bullying

Gender-based bullying is a complex form of bullying that targets a person's sex or sexuality, representing a pattern of behaviour rather than an isolated event. The most common forms of bullying are verbal but can also be psychological and /or physical. If left unchecked, verbal bullying can lead to extreme violence.

The Internet and mobile phones have provided new opportunities for gender bullying through e-mails, online chat lines, personal webpages, text messages, and transmission of images.

Gender bullying includes a wide range of behaviour and can often cause distress and devastation to a person. Some examples include:

- Abusive, sexualised name calling and insults. Spreading rumours of a sexual nature online or in person. This includes using homophobic, biphobic and transphobic language and insults towards others.

- Unwelcome looks and comments about someone's appearance or looks, either face to face or behind their backs.

- Inappropriate and uninvited touching without consent, also pressurising someone to do something they do not want to do, using emotional blackmail such as 'you would do this if you loved me' or comparing previous encounters to make someone feel obliged to do something sexual.

- Pressurising someone to do sexting and using emotional blackmail, for example threatening to end a relationship if they don't send an image. Sending the image to others without consent is a form of sexual bullying too.

- Inappropriate sexual innuendo that is persistent and unwelcome.

- Sexism in all its forms and gender stereotyping roles of male and females.

- Graffiti with sexual content or display/circulation of inappropriate material of a sexual nature, such as pornography. Also badges or clothing depicting inappropriate sexual innuendo or language.

- In its most extreme form, sexual assault or rape

A survey by the UK National Union of Teachers (NUT) suggests that sexual bullying is most often carried out by boys against girls, although girls are increasingly harassing girls and boys in a sexual manner. Their findings show:

- 45% of teenage girls have had their bottom or breasts groped against their will

- 38% of young people have received unwanted sexual images

- 37% hear 'slag' used often or all the time

- 65% of gay or bisexual young people experience homophobic bullying in school

- 48% of teachers have witnessed sexist language from one peer to another

- 66% of LGBT+ young people suffer from bullying at school and 58% of them never report and half of them skip school as a result

In extreme cases prejudice-motivated bullying and harassment can also be considered a hate crime.

Sexism and gender stereotyping

Sexism is a behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'.

Unfortunately, there are many instances where sexism and this form of stereotyping comes into play.

We all have a responsibility to teach children and young people to break the barriers of being stereotyped for their gender. We often see from a young age, children are conditioned into play with gender based toys, whether it is cars for boys and dolls for girls. However, any child should be able to play with any toy as part of their healthy development and not be judged for this. This comes into play in the world of employment too and a young person should be encouraged to make career choices based on their interests and skills and not their gender.

The effects of sexualised bullying

There is evidence that sexual bullying is increasing and it is linked to domestic violence and other gender-based violence such as rape and sexual assault.

A survey in 2006 by the teenage girls' magazine 'Sugar' revealed that 45% of teenage girls surveyed had been groped against their wishes. 56% of unwanted sexual experiences occurred for the first time when girls were under 14 years old. 51% of unwanted sexual experiences occurred more than once and left girls feeling dirty, ashamed, guilty, worried, insecure, angry, powerless and frightened. What these statistics appear to show is that the increasing sexualisation of society can be confusing to young people who are unsure about what is acceptable in sexual activity or how far is 'too far'.

Sexual bullying can undermine someone's dignity and safety as well as affect their emotional wellbeing and lead to depression, isolation, eating disorders and self-harming. It is very common for sexual bullying to go viral both offline and online with no let up for the person on the receiving end. Boys are just as much victims of sexual bullying as girls. Boys too feel powerless to stop it, pressurised to do something they do not want to and called names if they choose not to be promiscuous or are not perceived to fit their peer's ideals of masculinity. The scars of these effects can last a lifetime if not supported and encouraged to address these feelings.

How to help someone

It is important that children and young people are educated on the issues of sexual bullying from a young age. This education should come from the home and school. Talk to them about making positive choices and rising above what their peers expect of them and being responsible.

If someone is being bullied sexually, they will need help to get it stopped. Encourage them to seek help from someone they trust, such as a parent, family member or a teacher. They can keep a diary of all incidents as evidence and take screenshots if the bullying is online.

This form of bullying is very serious and the person on the receiving end may need emotional support and counselling to deal with this too. Young people can call us on our confidential helpline on **0808 800 2222**. Young people can speak to Childline on **0800 1111** or call The Mix (formerly Get Connected) on **0808 808 4994**.

Family Lives runs Teen Boundaries workshops for schools and youth groups to prevent sexual bullying, peer on peer sexual exploitation and promotes positive gender relationships by challenging attitudes and promoting tolerance, understanding and cohesion between young people.

(bullying.co.uk)

Strategies for addressing gender bullying in schools include:

- Making explicit reference to sexual or gender bullying within the school's anti-bullying policy

- Promoting curriculum opportunities to address gender bullying and gender stereotypes

- Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum

- Skills and strategies to deal effectively with the impact that language has on all aspects of diversity and equality

- Challenging, recording, monitoring and tracking all incidents of sexist language and bullying and using this to inform future practice

- Involving key stakeholders in training, policy development and measures to support an ethos of respect and anti-bullying

- Having a whole-school approach that examines gender relations between girls and boys, women and men

- Providing confidential boxes for children and young people to report incidents (including anonymous reporting)

- Signposting children and young people to appropriate support agencies

- Offering counselling facilities, peer mentors and peer mediation

Sexual bullying is a difficult challenge for school staff to address but promoting a culture of respect and good behaviour at school is an absolute necessity.

Case Study: King Richard School

At King Richard School, we have set up a successful mentoring scheme. The responsibility for this will pass from staff to house prefects. Victims or vulnerable students are identified and these are teamed with Year 11 students. The mentor then meets with them at least twice a week to check that all is well, with the option that they can be sought out should the victim need to talk.

We always run mediation sessions which are useful when there has been a falling out between large groups of students.

We run an anti-bullying session with new Year 7s each year to highlight our zero tolerance to bullying.

10-point guide to stop sexual bullying in education settings

This NSPCC 10-point guide has been developed in partnership with WOMANKIND Worldwide.

Pro-active – education setting:

1. Develop, design and display a clear and concise statement on sexual bullying. Pupils, staff and governors should all participate in the creation of this and be involved in its display and monitoring. This statement should be included in relevant school policies.

2. Develop a culture of respectful relationships and gender equality which is supported and modelled by Headteachers, senior managers, governors and all staff.

3. Have clear policies, procedures and initiatives of which all staff are aware and feel confident to implement, for responding to, resolving, recording, reporting sexual bullying and supporting young people who have experienced sexual bullying. Ensure these are regularly reviewed and updated in consultation with staff, students/pupils, parents/carers and in line with government guidance.

4. Assess the development needs of all staff and provide training to build knowledge and skills in stopping sexual bullying.

5. Ensure that lessons are delivered that challenge gender stereotypes, explore respectful relationships and develop students/pupils understanding about and impact of sexual bullying. This can include lessons within the PSHE curriculum and a review of the curriculum to identify all areas to focus on gender equality and developing healthy relationships. Ensure curricular activities are accessible to all students of all abilities.

6. Join or create a working group which can focus on gender equality including raising issues such as sexual bullying through the schools Anti – Bullying and Gender Equality schemes.

Pro-active – individual:

7. Commit to developing your own understanding of sexual bullying, its effects on girls and boys and how to stop it.

8. Challenge all incidents of sexual bullying when you see, hear or are told of it.

9. Share information on stopping sexual bullying with others in line with policy and procedures. This includes tackling cases of sexual bullying, running campaigns, delivering assemblies and lessons, updating policies and collecting research to stop sexual bullying in the school.

Pro-active – community:

10. For schools to get involved with and promote local and national support networks and events that work on preventing sexual bullying. Know about and become involved in Anti – Bullying Week and the International Day for the Elimination of Violence Against Women; ChildLine; Womankind Worldwide; NSPCC Helpline; Women's Aid, White Ribbon Campaign.

Useful contacts and resources

Anti–Bullying Alliance

The Anti–Bullying Alliance was established by the NSPCC and the National Children's Bureau and provides expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/dcsf-safe-learn-guides

Department for Education Guidance: Sexual violence and sexual harassment between children in schools and colleges

The DfE has produced advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

Community Safety–Hate Crime

Victims of hate crime can call Victim Support in Hampshire on **023 8024 0616**.

Or Victim Support on **08 08 16 89 111** weeknights from 8pm to 8am.

www.saferportsmouth.org.uk/violence-abuse/for-portsmouth-residents/hate-crime/

Gendered Intelligence

Gendered Intelligence works with the trans community and those who impact on trans lives. They deliver trans youth programmes, support for parents and carers, professional development and trans awareness training.

www.genderedintelligence.co.uk

NSPCC

An introduction to sexual bullying, including information about its prevalence, who it affects, and how it might impact on schooling and learning. The NSPCC also provides guidance for professionals on managing sexual bullying and suggest sources of advice for children, young people and parents.

www.nspcc.org.uk/Inform/research/questions/sexual_bullying_wda70106.html

Stonewall

Stonewall have published guidance for early years providers to celebrate difference and proactively challenge gender stereotypes in the EYFS.

https://www.stonewall.org.uk/sites/default/files/getting_started_early_years.pdf
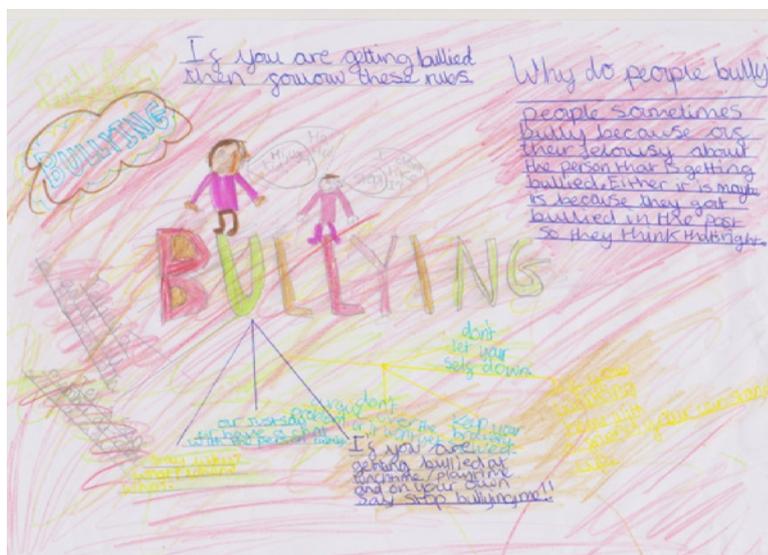
Cottage Grove Primary School

Section 12

Bullying around race, religion and culture

Racism around skin colour continues to be prevalent and serious, and schools must continue to be alert to it and to challenge it. But there are also forms of racism which are primarily to do with culture, customs and heritage and these too must be addressed and countered by schools.

As a result of legislation, including the Equality Act 2010, governing bodies need to ensure effective policies and strategies are in place for tackling racist incidents and promoting racial equality. These policies need to be read and understood by all members of staff at all levels in the school or college.

A racist incident is any "incident which is perceived to be racist by the victim, or any other person" (Stephen Lawrence Inquiry Report). The definition of a racist incident is not intended to prejudge the motives of the alleged perpetrator. It is to ensure that the possibility of a racist dimension is given full consideration in the investigation of all incidents whenever the victim, or any other person reporting the incident, believes this to be the case. This definition is also designed to take account of the fact that there is under-reporting of racist incidents and to provide a starting point for schools in addressing the wide range of behaviours which could be racially motivated.

Racist incidents can include criminal and non-criminal behaviour and can take various forms including verbal or written abuse, assault or threatening behaviour, criminal damage to property including arson, incitement or intimidation, nuisance and harassment. Not only is this behaviour unacceptable within the school context, it is also unlawful and all schools must take the appropriate action to ensure that such behaviour is eliminated.

Discrimination is unfavourable treatment of a person in an area of public life (for example, at work) due to one of their protected characteristics (under the Equality Act 2010).

It should be made clear that failure to deal with what can be a minor incident, could be seen as condoning racism and may well lead to more serious incidents in the future. One implication is that schools' procedures must apply to "victimless" action, such as graffiti. Another is that in schools where there are few minority ethnic pupils, they need to adopt an approach that is as robust as that in schools where minority ethnic pupils predominate.

The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. This has three particularly harmful consequences:

• Other members of the same group, family or community are made to feel threatened and intimidated as well. It is not just the pupil who is attacked who feels unwelcome or marginalised.

• Since racist incidents affect a group as well as an individual, they are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth, their family honour, friends, cultural heritage, religion, community and history. Racist, cultural and religious abuse is accordingly more hurtful than any or most of other kinds of abuse.

• Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community–offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group. It is therefore essential that a school should provide support for pupils who are attacked, and take care not to provide any kind of comfort or encouragement to the offenders, or to the group or community to which the offenders see themselves as belonging.

Racist incidents involving Gypsies, Roma and Travellers should be dealt with under these guidelines and procedures and preventative and awareness-raising work should also be undertaken to prevent discrimination against these groups before it occurs.

Responses to racist incidents should be part of a broader whole institutional approach to prejudice-based discrimination, which has a focus on creating a climate that prevents such incidents occurring. A positive anti-racist school ethos and anti-racist curriculum and which celebrates diversity is vital. The National Curriculum requires schools to educate pupils to "challenge discrimination and stereotyping".

Case study: Penhale Infant School

The school tackles all bullying behaviour through a whole school approach. For example, when tackling a racism issues recently, the Headteacher gave a presentation at assembly highlighting the positives of having pupils from different countries and the diversity of languages that are spoken. This included showing a map of all the different countries pupils came from. The pupils who could speak other languages were asked to stand up and say 'Hello' in their language. Children celebrated this and the fact they could speak more than one language. This proved to have a positive impact in terms of children's views towards other cultures/languages and in turn has helped to reduce racism and build mutual trust between all children.

The PSHE Association Scheme of Work has comprehensive recommendations for working with pupils from KS1 to KS5. The full scheme of work can be accessed at:

www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935

Racist bullying

Many schools, particularly those in areas where there are large ethnic minority populations, have well developed policies on multi-cultural and anti-racist education. They have clear procedures for dealing with racist incidents, and the curriculum covers the knowledge, skills and values which children need to tackle racism when they meet it and to help them to become adults who respect different cultures. However, there are also schools where there are few or no children from ethnic minorities and where little has been done to address racism. In such situations, while it may be true that there are few overtly racist incidents, racist attitudes can flourish if left unchecked.

Portsmouth City Council's Ethnic Minority Achievement Service provide some separate and more detailed guidance and a FAQ specific to this area of work 'Dealing with racist incidents: guidance for schools', details of which are given in the further resources section.

Definition of racism formulated by children and young people in a London authority

Racism is something someone does or says that offends someone else in connection with their colour, background, culture or religion. It is:

- When a person is teased or called name because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background

- When people are stereotyped by their colour or religion

- When a person is rejected or excluded from a group because of their colour or religion

- When people make fun of a person's family

- When a person is treated unfairly because of their way of life

Source: Preventing and addressing racism in schools, London Borough of Ealing 2003

Strategies for addressing racist bullying in schools:

Five key principles for addressing racist bullying in schools were developed as part of the previous Government's work on anti bullying and which is set out in the guidance 'Bullying around racism, religion and culture'. The five principles are as follows:

1. **Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools**

- take the results of research and what pupils are telling you very seriously

- make sure that your school records, reports and takes action on racist incidents include bullying in your school self-evaluation, audits, monitoring and pupil and parent surveys

- analyse trends and use the information to inform planning

- bear in mind that some pupils have the constant experience of racism and bullying outside school, and that they may be affected daily by racist graffiti,

name calling or intimidation on their journeys to and from school.

2. Let the pupils know where you stand

- make sure that pupils know you will not tolerate racism or bullying and that you will always deal with it

- be approachable, available and askable

- reinforce this principle through displays, newsletters, noticeboards and published information to parents and pupils.

3. Listen to children and young people

- never dismiss their experiences of bullying and racism, or put them down as unimportant. Acknowledge their feelings

- give them enough time to tell you everything they need to. It is often difficult for a hurt person to talk about what has happened to them. If a witness or a participant in the bullying is willing to talk to you, that child will also need enough time to explain and to be heard

- cultivate the environment of 'the listening school'

- ensure the school community – staff, students, parents, governors, – have a shared clarity of understanding about the nature of racist bullying and where the school stands on the issue

- provide training and professional development through courses, meetings, policies and classroom activities

- establish shared responsibility and strong leadership. Countering racist bullying is the responsibility of the whole school community and everybody must know what their role is

- involve and empower parents.

4. Involve children and young people in solutions

- children and young people have substantial insight into their experiences and those of their peers. They also have a sense of what works. Profit from and use their expertise.

- involve and empower children and young people, through individual and group activities and through structures such as school councils.

5. Implement strategies for both prevention and intervention

- ensure that the school ethos is inclusive, and that the school community feels safe, valued and respected

- ensure that the school curriculum is inclusive, and that the PSHE and citizenship curricula address issues of racism and bullying

- ensure that the school's policies for bullying and discipline cover the procedures for addressing racism and bullying

Aiming High: Raising the Achievement of Minority Ethnic Pupils (DfES/0183/2003) states that a successful anti-racist school is one where there is:

- **Strong leadership** – The Headteacher and senior managers lead an effective and explicit anti-racist strategy.

- **High expectations** – All pupils are expected and encouraged to reach their potential by teachers and parents. This is underpinned by practical use of monitoring and data to tackle underachievement.

- **Effective teaching and learning** – Lessons are planned and delivered as effectively as possible, with support for bilingual pupils, and teachers are able to reflect the cultures and identities of the communities represented in their schools in lessons.

- **Ethos of respect** – There is a clear school approach to racism and bad behaviour and a strong ethos and culture of mutual respect. There are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school with a focus on prevention.

- **Parental involvement** – Parents/carers and the wider community are positively encouraged to play a full part in the life of the school.

Useful contacts and resources:

Anne Frank Trust

The Anne Frank Trust UK is an education charity that empowers young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination. They have been established since 1991. Their education programmes use Anne Frank's powerful life story and diary as their starting point.

www.annefrank.org.uk

Anti–Bullying Alliance (ABA)

The Anti–Bullying Alliance was established by the NSPCC and the National Children's Bureau. ABA provides expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk

Community Safety–Hate Crime

Victims of hate crime can call Victim Support in Hampshire on **023 8024 0616**.

Or Victim Support on **08 08 16 89 111** weeknights from 8pm to 8am.

www.saferportsmouth.org.uk/violence-abuse/for-portsmouth-residents/hate-crime/

Educate Against Hate

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

www.educateagainsthate.com

Kick It Out:

Uses the appeal of football to educate young people about racism and provide education packs, workshops and events for schools, including their "A.S.P.I.R.E." Young Ambassadors Group.

www.kickitout.org

Measuring Anti–Muslim Attacks (MAMA)

Measuring Anti–Muslim Attacks (MAMA) allows people from across England to report any form of Anti–Muslim abuse. 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.

www.tellmamauk.org

Portsmouth Ethnic Minority Achievement Service (EMAS)

EMAS works as a traded service. EMAS Advisers work closely with senior leaders.

to identify the needs of Black and Ethnic Minority (BME) pupils and those with EAL. They offer a comprehensive range of CPD and support for staff, centrally and in schools.

www.servicesnetwork.portsmouth.gov.uk/Services/2170

Show Racism the Red Card

Show Racism the Red Card works in schools and other educational settings throughout the UK to offer a whole range of educational training, workshops, resources and activities, all designed to educate young people and adults about the causes and the consequences of racism and other forms of prejudice-based bullying.

www.theredcard.org

Section 13

Bullying of children and young people with special educational needs and / or disabilities

'Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind' – Thomas Hammarberg, 1997

"I treat all children the same. I don't consider their disability an excuse, but rather, a point of motivation…When you enter my classroom you no longer see children with special needs, but a teacher who meets the needs of special children." – Anita Ramirez

The Equality Act 2010 defines a disability as:

- a person who has a physical or mental impairment, and

- the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

The term Special Educational Needs is used if: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her" (Special Educational Needs and disability code of practice: 0 – 25 years, 2014).

Children and young people with SEN and /or disabilities (SEND) are a diverse population. They have many skills and talents and a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge.

The Equality Act 2010 requires schools to take a more proactive approach to promoting disability equality and eliminating discrimination. This includes promoting positive attitudes towards disabled people and eliminating harassment.

Evidence shows that children and young people with special educational needs and disabilities or have appearance issues are significantly more likely to be bullied or victimised than those who don't have any of these characteristics. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

Children and young people with a learning disability can be bullied everywhere they go, including at school, in the park, on the bus, in the street and at out-of-school clubs. Bullying has a long-term impact, making it harder for children and young people to develop skills and gain confidence – both of which are already hard for children with a learning disability.

Children with SEN are twice as likely to be bullied as other children (Mencap 2015). Research suggests that disabled children are three times more likely than their peers to be bullied. A recent survey undertaken by the charity Mencap discovered that 8 out of 10 children with a learning disability have been bullied. People's assumptions and prejudices about disability can make disabled children more vulnerable to bullying.

Disabled children may be more vulnerable to bullying because:

- of negative attitudes towards disability

- of a lack of understanding of different disabilities and conditions

- they may be seen as 'different'

- they may not recognise that they are being bullied

- they may be doing different work or have additional support at school

- they may be more isolated due to their disability

- they may have difficulties telling people about bullying

- they may find it harder to make friends

- as a result of their condition, they may exhibit bullying behaviour, or

- they may experience lots of transitions which means they have to settle into new environments. Examples of transitions are moving from a special unit to a mainstream school, spending periods of time in hospital and returning to school.

Strategies for addressing the bullying of pupils with special educational needs and / or disabilities.

Prevention

- adopting a whole school approach which develops and reviews a strategy by regularly consulting the entire school community. Learners with a range of needs, including learning disability, sensory impairment, and behavioural, emotional and social difficulties (BESD), may require specific communication support to state their views. Also in reporting bullying, staff will need to check their understanding. Many children with Autism for example are assumed to understand much more than they do in social situations

- making explicit references to the bullying of students with Special Educational Needs in the Anti–Bullying and Equal Opportunities policies

- maintaining good communication between staff around specific needs or behaviour exhibited by specific children

- ensuring that all pupils, parents and staff understand what is meant by bullying. Some pupils with SEND are less likely than others to recognise and report bullying behaviour

- ensuring responses from teaching and non-teaching staff to SEND children within the school environment are sensitive and do not draw unfavourable comparisons with other pupils

- raising awareness about SEND issues within the Personal, Social, Health and Economic (PSHE), Relationship Education (RE) and Citizenship frameworks

- have a named person pupils can tell about the bullying. This could be their teacher, support worker or SENCO

- make sure pupils know where they are in the school and how they can find them have a safe place your child can go to during break or lunchtimes. This may be a quiet area, a designated classroom or the library. Make sure the lunchtime supervisors are aware of this

- create a sign or signal pupils can use at school if they need to leave the room

- be responsible for the behaviour of pupils beyond the school gate, especially on school transport

- provide training for all school staff in SEND

- be aware of unstructured times, like lunch time, breaks, moving around the school. These times aren't always covered in statements or coordinated support plans yet support is often needed during them

- encourage communication between teaching staff and lunchtime supervisors so they're aware of what could be happening in the playground and classrooms

- provide a safe area of the playground which has more supervision

- allow children the opportunity to stay indoors at lunch and break times, for example by setting up lunchtime clubs

- provide support at times of transition, like moving from different key stages, moving from primary to secondary school and moving from a special school or unit to a mainstream school

- review the anti-bullying policy regularly and involve parents and pupils, including disabled children and parents of disabled children, in the reviews work on social skills like practising letting other people speak first, listening to other people's opinions without reacting aggressively, understanding body language

- use the 'Social Emotional Aspects of Learning' programme

- use the 'Circle of Friends' programme – 'Circle of Friends' was developed to promote the inclusion of students with disabilities and difficulties into mainstream school. It's a structured programme involving pupils, teachers and parents. The school recruits volunteers who will form the Circle of Friends, normally six to eight children. The aims are to: create a support network for a pupil; give them encouragement and recognition for any achievements and progress; work with them to

identify difficulties; and devise practical ideas to help deal with difficulties and help to put them into practice.

Actions

- bullying of any kind should not be tolerated and should always be followed by an immediate and appropriate response – a 'one size fits all' approach is unhelpful when supporting children with a range of SEN and disabilities who experience bullying. When choosing an approach, knowledge of the pupil's particular needs and the impact on their social development is essential. For example, for some children with learning difficulties who have been bullied, it may be necessary to act very quickly while the child can remember what took place. In other cases, allowances may need to be made because a learner with BESD demonstrates anti-social behaviour but did not intend to bully

- don't remove the child who is being bullied from the situation; remove the child who is exhibiting bullying behaviour.

Useful contacts and resources

Anti – Bullying Alliance (ABA)

The Anti – Bullying Alliance was established by the NSPCC and the National Children's Bureau. ABA provides expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk

Changing Faces

Changing Faces has a wide range of resources which address disability related bullying.

www.changingfaces.org.uk

Community Safety – Hate Crime

Victims of hate crime can call Victim Support in Hampshire on **023 8024 0616**.

Or Victim Support on **08 08 16 89 111** weeknights from 8pm to 8am.

www.saferportsmouth.org.uk/violence-abuse/for-portsmouth-residents/hate-crime/

Council for Disabled Children (CDC)

The CDC is the umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers. The CDC provides training, e-learning and consultancy.

www.councilfordisabledchildren.org.uk

Enable Ability

Enable Ability is established as an independent charity for the care, welfare and advancement of disabled people living in Portsmouth and the surrounding area.

Children's Services: **023 9267 1848**

www.enableability.org.uk

Mencap

Mencap is the leading voice of learning disability. Everything they do is about valuing and supporting people with a learning disability, and their families and carers.

www.mencap.org.uk

National Children's Bureau

Over the past 50 years, the NCB has fought to reduce the inequalities preventing children from achieving their full potential.

www.ncb.org.uk

Portsmouth Independent Support

Portsmouth Independent Support (Portsmouth IS) provides support and advice to parents, children and young people 0 – 25 years with SEND (Special Educational Needs and disabilities) including Education, Health and Care Plans.

Contact: **0330 6600 925**

www.Portsmouthis.org.uk

Portsmouth Local Offer

The local offer is a collaboration between parents and carers of disabled children, young people and the local authority to help parents and carers find what is available in the area for those with SEND (ages 0–25) and how to access a variety of services.

www.portsmouthlocaloffer.org

Portsmouth Parent Voice

PPV is a parent /carers forum that provides advice, support training and activities for the families of children and young people with special educational needs and / or disabilities.

www.portsmouthparentvoice.org

Appendix 1

Effective anti-bullying checklist

Checklist	Effectiveness Scale of 1–10 (10 is the most effective)	Relevant sections of this guide	Evidence	Actions needed
1 Has an up-to-date policy been formulated including a clear definition of bullying? Is this definition understood by the whole school/college community?		Section 2, 3, 5 & 6		
2 Have representatives of all stakeholders been involved in formulating the anti-bullying policy?		Section 2, 3, 5 & 6		
3 Does the whole school/college community have a shared understanding of what constitutes bullying behaviours including the language used?		Section 2, 3, 4, 5, 6, 7, 9, 10, 11, 12 & 13 Appendix 2		
4 Do all stakeholders have a clear understanding of processes and procedures in place should an incident of bullying occur?		Section 2, 4, 5, 6 & 7 Appendix 2 & 3		
5 Do children and young people know that all forms of bullying will be dealt with consistently by all members of staff?		Section 2, 3, 4, 6 & 7 Appendix 2		
6 Is specific mention made in policies of the protected characteristics in the Equality Act 2010? Is this reflected in posters and other methods of signposting around the site and in the advertising of relevant student support groups e.g. LGBT+ group?		Section 2, 3, 5, 6, 7, 9, 10, 11, 12 & 13 Appendix 2, 3 & 4		
7 Are relevant and appropriate posters displayed around the site including names and photos of specific members of staff to talk to about incidents of bullying?		Section 3, 6 & 7 Appendix 2 & 3		

Checklist	Effectiveness Scale of 1–10 (10 is the most effective)	Relevant sections of this guide	Evidence	Actions needed
8	Are appropriate signposting methods used e.g. posters, school newsletters, links on school website?		Section 3 & 8 Appendix 3 & 4		
9	Are there regular opportunities for outside agencies to come into school e.g. to deliver assemblies, work with specific classes or year groups or identified vulnerable groups?		Section 3, 4, 7, 8, 9, 10, 11, 12 & 13 Appendix 3 & 4		
10	Are opportunities to promote the school's anti-bullying message included in special weeks e.g. Anti–Bullying Week; through the curriculum where appropriate; and through specific one–off days such as Genes for Jeans Day, Martin Luther King Day, LGBT+ History Month?		Section 7, 8, 9, 10, 11, 12 & 13 Appendix 3 & 4		
11	Are there a variety of robust systems and methods in place for anonymous reporting?		Section 4, 6 & 7		
12	Are appropriate methods of recording incidents of bullying kept, where possible, in a central location? Can all staff record incidents easily and consistently?		Section 6 & 7		
13	Are there regular opportunities for staff to share incidents that are built in to weekly staff meetings or briefings?		Section 3, 4, 5, 6 & 7		
14	Do children and young people know that effective support systems are in place for the bully, the victim and the bystander?		Section 2, 3, 4, 5, 6 & 7 Appendix 2		
15	Are all staff confident in challenging all forms of bullying?		Section 2, 3, 4, 5, 6 & 7 Appendix 2		

	Checklist	Effectiveness Scale of 1–10 (10 is the most effective)	Relevant sections of this guide	Evidence	Actions needed
16	Do all staff know that appropriate support will be given to them by senior leaders?		Section 3, 4, 5, 6 & 7		
17	Have all staff, at all levels in the organisation, attended effective training and are they confident with incorporating this training into their practice?		Section 2, 3, 4 & 6		
18	Do children and young people know they can be involved in peer mediation (including effective and appropriate training)?		Section 6 & 7		
19	Have effective Restorative Practice Strategies been explored and used? Have representatives of all stakeholders been included?		Section 6 & 7		
20	Is robust support, particularly for vulnerable groups, available throughout their school life especially during transitions between classes, key stages and educational settings?		Section 2, 3, 4, 6, 7, 9, 10, 11, 12 & 13 Appendix 2, 3 & 4		
21	Are all stakeholders aware of safe internet use. Is this monitored appropriately by all relevant staff?		Section 2, 4 & 10 Appendix 3 & 4		
22	Does the Governing Body regularly discuss bullying as a standard agenda item at meetings?		Section 2, 3, 4, 5, 6 & 7		
23	Do one or more Governors work alongside the lead staff member on responsibility for monitoring bullying incidents throughout the school/college?		Section 2, 3, 4, 5, 6 & 7		
24	Are regular opportunities built in to the academic year to review and revise all work and policies around anti-bullying?		Section 6, 7 & 8		

Appendix 2

Principles of an anti-bullying charter

The most effective charters are simple, easy to read and suitable for their audience. Many primary school charters, for instance, may not work in quite the same way as a secondary school or sixth form charter, though the principles and procedures may be very similar.

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

For headteachers, governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements;

- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school site issues and promote safe play areas
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities

For parents/carers:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/ resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can work with the school on the anti-bullying policy or procedures

Many schools across the country have committed to the United Nations Convention on the Rights of the Child. Classroom Charters, Playground Charters and Lunchtime Charters for example, have replaced many of the traditional school rules. Some primary schools also use the Jenny Mosley "Golden Rules" alongside the UNCRC.

An example of a Classroom Charter, where the children have chosen the relevant articles from the UNCRC, is given below:

Year 1's Classroom Charter

Right/Article	What children will do:	What adults will do:
Article 28: I have the right to go to school	I will respect your right by making sure you are happy in school	We will respect your right by making sure you are happy and safe in school
Article 19: I have the right not to be hurt	I will respect your right by looking after you in school and by following the Golden Rules	We will respect your right by quickly and effectively tackling any bullying and making sure the Golden Rules are followed
Article 14: I have the right to believe in whatever I like, to have a religion, and to change it if I wish	I will respect your right by listening to you when you talk about what you believe	We will respect your right by teaching you about different religions and beliefs
Article 15: I have the right to meet my friends and to work together in peace. Nobody can make me join a group if I don't want to.	I will respect your right by showing the right attitude and behaviour in a club I decide to join	We will respect your right by providing a range of clubs and activities for everyone
Article 31: I have the right to rest from work and relax.	I will respect your right by working hard in class, finishing my work and playing nicely with you at playtimes	We will respect your right by making sure you have a playtime and by giving you equipment to play with if you want to

Article 13 states that children can enjoy these rights "as long as it is within the law".

Article 15 states that children can enjoy these rights "as long as this does not stop other people from enjoying their rights".

Appendix 3

National contacts and resources

Act Against Bullying

Offers practical advice on all forms of bullying.

www.actagainstbullying.org

Actionwork

Actionwork provides theatre and film in education support via roadshows and a creative arts centre.

www.actionwork.com

Anne Frank Trust

The Anne Frank Trust UK is an education charity that empowers young people with the knowledge, skills and confidence to challenge all forms of prejudice and discrimination. They have been established since 1991. Their education programmes use Anne Frank's powerful life story and diary as their starting point.

www.annefrank.org.uk

Anti–Bullying Alliance (ABA)

The Anti–Bullying Alliance was established by the NSPCC and the National Children's Bureau. ABA provides expertise in relation to all forms of bullying between children and young people.

www.anti-bullyingalliance.org.uk

Bullying Intervention Group

BIG offer a national award scheme to recognise excellence in bullying intervention.

www.bullyinginterventiongroup.com

Bullying UK

Bullying UK (part of Family Lives) provide anti-bullying information and support for families and schools on how to recognise bullying and what to do if you are the victim or know someone who is.

www.bullying.co.uk

Child Exploitation and Online Protection

Online abuse can be reported via this site.

www.ceop.police.uk

Changing Faces

Changing Faces has a wide range of resources which address disability related bullying.

www.changingfaces.org.uk

Childline

www.childline.org.uk or phone **0800 1111** to report any abuse.

Childnet

Childnet works in partnership with others around the world to help make the internet a great and safe place for children.

www.childnet.com

Children's Legal Centre

The CLC is the UK's leading children's legal charity. This scheme provides free legal advice on the law that affects children and young people, which includes bullying.

www.childrenslegalcentre.com

Council for Disabled Children

The CDC is the umbrella body for the disabled children's sector bringing together professionals, practitioners and policy-makers. The CDC provides training, e-learning and consultancy.

www.councilfordisabledchildren.org.uk

The Cybersmile Foundation

Cybersmile works to promote diversity and inclusion by building a safer, more positive digital community.

www.cybersmile.org

The Department for Education (DfE)

The DfE website can be used to access all the government's advice for school staff.

www.gov.uk/government/organisations/ department-for-education

The Diana Award

The Diana Award is a charity legacy to Diana, Princess of Wales' belief that young people have the power to change the world.

www.diana-award.org.uk

Digizen

The Digizen website provides information for educators, parents, carers, and young people, to strengthen their awareness and understanding of what digital citizenship is and to encourage users of technology to be and become responsible DIGItal citiZENS.

www.Digizen.org

Ditch the Label

One of the largest anti-bullying charities helping young people and adults aged 12 – 25.

www.ditchthelabel.org

Diversity Role Models

Diversity Role Models actively seeks to prevent HBT bullying in UK schools.

www.diversityrolemodels.org

E-safety Support

This company provides online training support for teachers, staff, governors, parents and pupils; age-appropriate e-safety lessons and assemblies; policy builder, templates and acceptable use policies; weekly updates, advice and guidance.

www.e-safetysupport.com

Educate Against Hate

Provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

www.educateagainsthate.com

Educational Action Challenging Homophobia, Biphobia and Transphobia (EACH)

Educational Action Challenging Homophobia (EACH) is a charity providing training, resources and support services to affirm the lives of LGBT+ people.

www.each.education

Eyepat

Eyepat offers internet safety training and anti-bullying training.

www.eyepat.org

Family Lives

Family Lives gives advice in order to support children and works with schools. Family Lives has comprehensive webpages that deal with the general aspects of bullying.

Family Lives also have a free and confidential advice line that aids parents with anything parent related, including bullying: **0808 800 2222**.

www.familylives.org.uk

Gendered Intelligence

Gendered Intelligence works with the trans community and those who impact on trans lives. They deliver trans youth programmes, support for parents and carers, professional development and trans awareness training.

www.genderedintelligence.co.uk

Get Safe Online

The website is a unique resource providing practical advice on how to protect yourself, your computers and mobiles device and your business against fraud, identity theft, viruses and many other problems encountered online.

www.getsafeonline.org

Internet Matters

Online resource for parents to help keep their children safe online.

www.internetmatters.org

Internet Watch Foundation

You can anonymously and confidentially report child sexual abuse online.

www.iwf.org.uk

Kick It Out:

Uses the appeal of football to educate young people about racism and provide education packs, workshops and events for schools, including their Young Ambassadors Group.

www.kickitout.org

Kidscape

This organisation provides training opportunities under the 'Safeguarding' umbrella.

www.kidscape.org.uk

"Kings, Princesses, Ducks and Penguins"

A resource written by an ex-primary school Deputy Head, uses tried and tested lesson activities for more than 30 age-appropriate picture books and novels books for children from Nursery up to Year 6.

Email: **john@empower-me-now.com**

Tel: Ryan Whittington at Derbyshire LGBT+ on **013 3220 7704** to purchase a copy.

LGBT+ Switchboard

This is a helpline providing a confidential, one-stop listening service for LGBT+ people on the phone, by email and through Instant Messaging. All volunteers staffing the helpline identify as LGBT+.

Visit: **www.switchboard.lgbt/**

Helpline: **0300 330 0630**

Mencap

Mencap is the leading voice of learning disability. Everything they do is about valuing and supporting people with a learning disability, and their families and carers.

www.mencap.org.uk

Mermaids

Mermaids work to raise awareness about gender nonconformity in children and young people amongst professionals and the general public.

www.mermaidsuk.org.uk

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

www.autism.org.uk

National Bullying Helpline

This is a voluntary helpline. The NBH helps with anyone being bullied at work, at home, in the community or in education.

Tel: **0845 22 55 787** or **07734 701221**

National Children's Bureau

Over the past 50 years, the NCB has fought to reduce the inequalities preventing children from achieving their full potential.

www.ncb.org.uk

NSPCC

www.nspcc.org.uk or phone **0808 800 5000**

02 Digital Family Internet Safety

On this hub, you'll find articles on everything from online bullying, to the apps your kids are using. Then help you with how to manage technology to keep your kids safe.

www.o2.co.uk/help/everything-else/digital-family

www.o2.co.uk/parents

Ofsted

Ofsted provides a number of examples of good practice of school's actions to prevent and tackle all forms of bullying including HBT bullying. Use the search facility to access reports and advice on bullying.

www.gov.uk/government/organisations/ofsted

Parents' Information Service

Run by Young Minds, this is a service for people worried specifically about a young person's (under 25 years old) behaviour or mental health.

Tel: **0808 802 5544** Mon–Fri 9.30am–4pm

www.youngminds.org.uk/find-help/for-parents/

PSHE Association

The national body for PSHE education. Quality resources, guidance, training and support for schools.

www.pshe-association.org.uk

Safer Internet

Promotes safer internet use.

www.saferinternetorg.uk

Safety Net Kids

Contains useful information for children and young people.

www.safetynetkids.org.uk/personal-safety/ staying-safe-online/

School's Out!

This national organisation aims to make schools safe and inclusive for everyone. Support is provided for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education.

www.schools-out.org.uk

Show Racism the Red Card

Show Racism the Red Card works in schools and other educational settings throughout the UK to offer a whole range of educational training, workshops, resources and activities, all designed to educate young people and adults about the causes and the consequences of racism and other forms of prejudice-based bullying.

www.theredcard.org

STANCE

STANCE provides a broad 'whole school' resource pack for dealing with homophobic bullying.

Visit: **www.stance.org.uk**

Stonewall

Stonewall is renowned for its campaigning and lobbying. Stonewall has also developed an extensive range of age-appropriate resources available for schools and those working with young people. It also offers primary and secondary teacher training on tackling HBT bullying and creating a trans inclusive school.

www.stonewall.org.uk

Think U Know

Resources for teachers and professionals in the area of internet safety. **www.thinkyouknow.co.uk**

UK Council for Child Internet Safety

This is a group of more than 200 organisations that work together to help keep children safe online.

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

UK Intersex Association

The United Kingdom Intersex Association (UKIA) is an education, advocacy, campaigning and support organisation which works on behalf of Intersex people.

www.ukia.co.uk

Victim Support

An independent charity working towards a world where people affected by crime or traumatic events get the support they need and the respect they deserve. They help people feel safer and find the strength to move beyond crime. Their support is free, confidential and tailored to the needs of the client.

www.victimsupport.org.uk

Tel: **0808 16 89 111**

Web We Want

Offers guidance for educators in Europe. Coordinated by European Schoolnet and contains resources for promoting online safety.

www.Webwewant.eu

Appendix 4

Local contacts and resources

4U Youth Project

4U is a citywide service that works with young people aged 11–19 years old who identify as LGBT+ or are questioning their sexuality or gender identity.

Email: **4u.project@portsmouthcc.gov.uk**

Tel: **07931 536973**

Community Safety – Hate Crime

Victims of hate crime can call Victim Support in Hampshire on **023 8024 0616**

Or Victim Support on **08 08 16 89 111** weeknights from 8pm to 8am.

http://www.saferportsmouth.org.uk/violence-abuse/for-portsmouth-residents/hate-crime/

Enable Ability

Enable Ability is established as an independent charity for the care, welfare and advancement of disabled people living in Portsmouth and the surrounding area.

Children's Services: **023 9267 1848**

www.enableability.org.uk

Hampshire LGBT+ Information:

https://www.visit-hampshire.co.uk/visitor-information/lgbt

Multi – Agency Behaviour Support (MABS) Service

The MABS service work closely with children and young people to breakdown their barriers to learning, helping them succeed. The range of interventions can involve parents and carers, school staff and other agencies.

www.theharbourschoolportsmouth.org/outreach/traded-service-arrangements

Phoenix (Portsmouth)

Support group for transsexuals.

Contact Jane Butt **023 9268 3306**

Portsmouth Abuse and Rape Crisis (PARCS)

PARCS is an organisation based within Portsmouth City that works with people who have been sexually violated at any time in their lives no matter how long ago.

PARCS provides free specialist counselling and psychotherapy to women and men, aged 5+ who are resident in Portsmouth and South East Hampshire and who have experienced any form of sexual violation at any time in their lives.

Women's Helpline: **023 9266 9511**

Men's Helpline: **023 9266 9516**

Lines are open Monday 1pm – 3pm; Wednesday and Friday 7pm – 10pm. There is an answer machine outside of these hours.

www.parcs.org.uk

Portsmouth Child and Adolescent Mental Health Services (CAMHs)

Based at Falcon House within the St James Hospital, there is a large team ranging from Art Therapists to Advanced Nurse Practitioners. Contact the Single Point of Access for advice, professional consultations or to make a referral.

Tel: **023 9268 4700**

www.solentcamhs.nhs.uk/pageasp?fldArea=5&fldMenu=1&fldSubMenu=0&fldKey=128

Portsmouth Ethnic Minority Achievement Service (EMAS)

EMAS works as a traded service. EMAS Advisers work closely with senior leaders.

to identify the needs of Black and Ethnic Minority (BME) pupils and those with EAL. They offer a comprehensive range of CPD and support for staff, centrally and in schools, and train in excess of 500 teachers, TAs and ITT students each year.

www.servicesnetwork.portsmouth.gov.uk/Services/2170

Portsmouth Educational Psychology Service

The Educational Psychology Team is part of the Inclusion Service based within Portsmouth City Council's Education Department. Their key purpose is to promote all aspects of a child or young person's development (aged 0 – 25) through the application of psychology.

In order to help children and young people reach their full potential the EPS may work with the young person themselves, with their parents or carers, with their teachers and support staff and in partnership with other agencies.

www.servicesnetwork.portsmouth.gov.uk/ Services/2237

Portsmouth Independent Support

Portsmouth Independent Support (Portsmouth IS) provides support and advice to parents, children and young people 0 – 25 years with SEND (Special Educational Needs and disabilities) on the conversion to the new Education, Health and Care Plans.

Contact: **0330 6600 925**

Email: **info@portsmouthis.org.uk**

www.Portsmouthis.org.uk

Portsmouth Local Offer

The local offer is a collaboration between parents and carers of disabled children, young people and the local authority to help parents and carers find what is available in the area for those with SEND (ages 0 – 25) and how to access a variety of services.

www.portsmouthlocaloffer.org

Portsmouth Multi – Agency Safeguarding Hub (MASH) should be the first point of contact should any professional be concerned about a child's welfare or are worried they are being abused.

Tel: is **023 9266 8793** or **0845 671 0271** (Office hours)

Out of office hours: **0300 555 1373**

Email: **pccraduty@portsmouthcc.gcsx.gov.uk**

www.portsmouthscb.org.uk/

Portsmouth Parent Voice

PPV is a parent /carers forum that provides advice, support training and activities for the families of children and young people with special educational needs and / or disabilties.

Email: **ppvcoordinator@p-d-f.org.uk**

www.portsmouthparentvoice.org

Portsmouth Young Carers:

www.portsmouth.gov.uk/ext/health-and-care/ carers/portsmouth-carers-centre

UMatter:

U Matter is a service for young people aged 11 – 25 who lives in the Portsmouth area (postcodes PO1 to PO6). It is a service that offers early help with problems before they get too big.

www.relate.org.uk/portsmouth/children-and- young-peoples-counselling-portsmouth

St Edmund's Catholic School

PEACE

BULLYING Stops HERE

BE BUDDIES NoT A BULLY

Stop bullying
Think about others

Corporate member of
Plain English Campaign
Committed to clearer communication
264

You can get this Portsmouth
City Council information in large
print, Braille, audio or in another
language by calling 9284 1712.