



STAMFORD
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Stamford Park Trust

Rayner Stephens High School
Anti-Bullying Policy

September 2022

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1 Rationale

At Rayner Stephens High School, we believe that everybody has the right to learn and work in an environment where they are treated with respect, in which they feel safe and where they are free from harassment and discrimination of any type. Bullying therefore, in all its forms, is absolutely unacceptable in our school.

We expect all learners to have a clear, age-appropriate understanding of the issues relating to safety such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our anti-bullying policy and procedures are a key element of our wider safeguarding responsibilities and practices.

- This policy applies to every individual within the school community irrespective of race, religion, gender, sexual orientation or ability. Gender and ability are not protected characteristics. Think they've confused them with sex and disability. Advise listing the EA protected characteristics, also listed in Ofsted framework, here - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

This policy should be read in conjunction with the following:

- Excellence for Learning and Behaviour Policy
- Equality statement
- SEND policy
- Safeguarding policy
- Attendance policy

2 Aims

This policy aims to provide guidelines and procedures to be followed in the event of bullying or suspected bullying. It clearly recognises that bullying is a serious matter, and any incident will therefore be acted upon promptly and appropriately. However, it also recognises that what is perceived as bullying can involve a complex chain of events and interpretations of those events so that each particular case needs to be dealt with on an individual basis.

- To clarify for learners and staff that bullying is always unacceptable.
- To create an ethos of good behaviour where learners treat one another and the staff with respect because they know that this is the right way to behave.
- To encourage prevention due to values of respect for staff and other learners, an understanding of the value of education and a clear understanding of how our actions affect others and permeate the whole school environment – in the playground, corridors, classrooms and beyond the school gates.
- To make it easy for learners to report bullying so that they are assured that they will be listened to and incidents acted on.
- To create a safe environment where learners can openly discuss sounds pejorative, suggest delete highlighted words bullying, without fear of further bullying or discrimination.
- To ensure that families 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.
- To clarify the steps that will be taken in the event of a complaint.

3 Definitions

3.1 Bullying

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops. There is no legal definition of bullying. However, it's usually defined as: 'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying" – July 2017)

Bullying is an abuse of power. It is a repeated, deliberate act that causes embarrassment, pain or discomfort to another. It takes many forms and may include physical attacks, verbal insults, extortion, theft, threatening and obscene gestures, spreading malicious rumours and deliberately excluding people from a group or activity. It can be as a result of direct action towards an individual or indirect action via someone else or via the Internet.

Bullying behaviour is normally characterised by:

- Deliberate actions: where someone wilfully seeks to harm, hurt or humiliate another.
- A perceived imbalance of power: where those being harmed feel powerless and unable to defend themselves.
- Action that leads to pain and distress: pain that can be physical and/or emotional.
- Action that takes place over a period of time: a single, isolated incident of aggression would not normally be described as bullying, although there are certainly instances where this might be the case.

Bullying can include but is not limited to:

- Making offensive comments e.g. by name calling, taunting or mocking
- Physical assault
- Verbal threats
- Humiliation
- Taking or damaging belongings
- Producing offensive graffiti
- Gossiping and spreading hurtful or untruthful rumours
- Excluding people from social activities
- Pressuring others into inappropriate behaviour
- Bullying related to race, religion and culture
- Bullying learners with disabilities or special educational needs
- Sexist bullying and harassment
- Bullying learners because of their sexual orientation or perceived sexual orientation
- Cyber bullying (the use of mobile devices and social media to bully others)

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who can become the 'bystanders' or 'accessories'.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

3.2 What is Hate Crime?

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.' Greater Manchester Police also record incidents of hate crime based on a person identifying as part of an alternative subculture (this refers to someone's lifestyle and dress code).

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability, alternative sub-culture (the way they dress or their lifestyle) or because they are transgender.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded by the police.

Evidence of the hate element is not a requirement. You do not need to personally perceive the incident to be hate related. It would be enough if another person, a witness or even a police officer thought that the incident was hate related.

3.3 Racism

The Macpherson Report into the death of Stephen Lawrence states that "a racist incident is any incident which is perceived to be racist by the victim or any other person." It is behaviour or language that makes a learner, staff or visitor feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.

This means that if anyone - the victim, a witness, parent or staff member - perceives an incident as racist, it should be investigated and recorded as such, though the investigation may determine that the incident was not racially motivated.

Following the report, the Race Relations (Amendment) Act 2000 was passed, which placed public bodies under the duty to: "Have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups."

Schools have a statutory duty to keep records of all racist incidents.

3.4 What is Mate Crime?

Keeping Children Safe in Education 2021 identified a rise in around peer-on-peer abuse and, in particular, sexual violence and sexual harassment.

Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies. The guidance is clear that the schools' approach to these issues must be in their policy. Schools have an accountability to minimise the risk of peer on peer abuse. There is also an increased awareness of 'mate crime'. Mate crime does not start with abuse or bullying, it starts with someone 'making friends' with a person, very often someone with vulnerability. What can appear to some learners as being a 'genuine' friendship can be abusive.

4 Keeping Anti-bullying High Profile

Rayner Stephens High School understands that a school's response to bullying should not start at the point at which a child has been bullied. The school has a pro-active approach to 'prevention and awareness' of bullying, which is communicated through various systems.

A consistent approach is critical where shared consistent systems and values underpin the quality of provision for our learners. Rayner Stephens High School is committed to gathering intelligence about local community issues, the wider community issues and changes to 'Life in Modern Britain' which will best inform and personalise bullying prevention for the community.

5 High Quality Staff Training, Including Responsive Staff Training

- Preventing bullying is everyone’s responsibility and regular, high quality staff training underpins staff knowledge and understanding of their role in prevention, identification and intervention.
- Investing in high quality training takes place so that staff know what bullying is and how to deal with it effectively. At RSHS we monitor staff training and ensure all statutory safeguarding training is delivered to a high quality, with staff having certification in a number of areas.
- Monitored safeguarding training, both statutory and in house.
- Half Termly safeguarding training.
- Weekly safeguarding responsive training to any new matters / changes which have occurred within our community and including national trends.

6 Learner Training and Communication

Keeping Anti-bullying high profile with learners supports their awareness of how bullying is not acceptable and also supports them feeling safe. Rayner Stephens High School communicates anti-bullying messages and trains learners on skills to support their awareness of bullying, or for example county lines through training on critical thinking and awareness.

During their tutor time and assembly programme learners are updated with key information that links to safeguarding and bullying, with a weekly tutor time ‘Safeguarding and Wellbeing’ where issues and updates regarding ‘pressures’ on young people are openly discussed. This is a planned preventative programme, which also contains responsive elements, educating learners on current issues, for example knife crime.

At the start of every half term learners have a safeguarding assembly and tutor lesson where all safeguarding and reporting systems are updated and shared with learners.

Every classroom wall has a visual safeguarding poster which identifies the safeguarding leads within the school and also the systems by which learners can report bullying.

There are informative displays promoting how to contact charities and agencies such as the NSPCC within the Pastoral Base.

There are displays in every Computer Room, which remind learners of the impact of using technology negatively and ways to report misuse.

6.1 Learner Induction and Year 7 Transition

A series of Open Evenings, Transition Events and School Tours allow parents/carers and learners to visit the school ahead of starting their education with us. During these Open Events a variety of information and materials are shared, which support new learner understanding of their time at the school. The Transition Programme is clearly mapped out to maximise starting at secondary school and reduce any anxiety or stress for learners by communicating expectations and information clearly to learners and parents or carers. The transition days are also a baseline to support our information regarding new learners, in support of transition packs from both primary schools and secondary schools. An additional programme of transition is provided for vulnerable learners.

New starters to the school also have an induction day, with a focus on removing barriers for a positive start. There are a number of supportive measures, such as allocating a ‘buddy’ learner, if required, who supports their transition to the school, making friends and forming part of our community.

7 Prevention Systems Creating an Inclusive Environment

A positive and professional ethos is constantly referred to and modelled by all adults, thus creating a culture of transparency for learners to approach staff if they need to discuss or share any difficulties they may be having.

The Rayner Stephens staff code of conduct and Inclusion Handbook form part of staff induction at RSHS and clearly signposts expectations.

School leaders and members of the pastoral team visit lessons throughout the day where learners and staff are acknowledged for their achievements, role modelling positivity, kindness and community.

7.1 High Staff Presence and Visibility

To ensure that social times are a positive experience for learners there is a visible staff presence throughout the school day, this also proactively reduces the potential for conflict and encourages co-operation.

7.2 Maximising Staff Duties

Learners are greeted as they arrive to the school by the Pastoral Team and Senior Leaders within the school, with staff presence from the main road, nearby shops and main gates, all the way through to the school building. This allows learners to be greeted safely and also ensures a safe and calm start to the day.

Learners are bid farewell as they leave the school, again with staff presence along main road and local shops to minimise any incidents which might take place following the school day and to ensure if any do arise, staff are dealing with them immediately.

Duty rotas are in place before and after school, as well as social times, break and lunch times. Staff presence and visibility is high. All staff wear a ‘high vis’ garment at these times to highlight presence for learners. All staff members have duties, which encourages positive relationships with all staff and learners. Duties have clear protocols, with staff engaging and conversing with learners, to maximise positive relationships.

7.3 The School Day

Throughout the school day the pastoral team and senior leaders are present on corridors, visiting lessons and supporting the learning climate

7.4 Praise Culture, Focusing on Positive Behaviours and Excellence

Staff have a relentless focus on the positive behaviours of learners through embedding a ‘praise culture’ in all aspects of school life. Learners are openly celebrated within lessons through Excellence system, excellent work stickers, praise postcards, which are posted home and positive phone calls made by all staff.

Recognising positive behaviours for learners supports a culture which promotes them being kind and thoughtful towards one another.

8 Curriculum

- **PSHE** - Years 7-11 have a timetabled weekly PSHE Lesson, which addresses key topics (SMSC and Life in Modern Britain) which supports learner understanding of themselves within the world, and also supports the development of key skills, such as empathy, understanding and resilience.
- **Tutor Programme and Assemblies.** Every day all learners have tutor time, with a weekly assembly. The tutor programme and the assemblies are clearly linked, facilitating programmes of

study such as internet safety and health. The tutor programme is also clearly linked and mapped out with SMSC, Life in Modern Britain and Relationships.

- **Theme of the Week and Theme Days** unify all of the tutor days of the week and the assembly. This is always a positive message for learners, which informs their thinking for the week. Theme of the week links to events / key dates for that week such as Red Hand Day, NSPCC Numbers Day, Internet Safety Day and Anti – Bullying Week. During these days’ learners engage in learner voice activities regarding the theme days and their opinions and thoughts are displayed within the school.
- **Visitors.** Rayner Stephens High School invites external visitors and speakers to support learners in their understanding of key preventative and supportive actions.
- **Health and Safety** There are clear subject protocols in place to maximise learner safety, such as Changing Room protocols within Sport to maximise learner safety and supervision.

9 Wider Prevention

As part of our ongoing commitments to the safety and welfare of our learners, Rayner Stephens employs the following strategies to promote positive behaviour, reinforce our intolerance of bullying and to resolve the issues between those who bully and those who have been bullied.

- Restorative approaches such as restorative justice
- Awareness raising and support via assemblies and form time activities
- PSHE education, including discussions and celebrations of individual differences
- Specific curriculum or form time input on areas of concern such as online safety
- The use of year group councils and learner voice
- Staff training and development
- Counselling
- Anger management support
- Self-esteem support
- Work with our wider community and partner agencies to tackle bullying particularly but not exclusively if it is happening outside of school

9.1 Pastoral Structure Investment - Knowing Our Learners

Knowing our learners and their personalised needs is key to ‘knowing and recognising’ changes in their behaviours. Rayner Stephens High School invests in a strong pastoral structure, providing clear safeguarding expectations, which therefore allows rapid and informed interventions and what is best for individual learner needs.

9.2 Non-Teaching Heads of Year

- The Pastoral Team allows for every year group to have a full-time non-teaching Head of Year, enabling learners who are struggling with their behaviour or a vulnerability to be supported outside of the classroom. Daily safe and wells take place alongside targeted interventions for learners to ensure sustained improvements in their wellbeing.

9.3 Weekly Inclusion Meetings and Vulnerable Register

- Weekly Inclusion meetings take place where vulnerable learners, who have been identified and placed on the vulnerable register are discussed and interventions allocated. This system ensures that learners receive the care and interventions that are required, including a multi-agency approach to accessing support.

9.4 ASPIRE Provision

- Keeping Children Safe in Education 2021 highlights the necessary additional provisions and a greater availability of mentoring and support needed for children with SEND.

Access to the ASPIRE provision allows vulnerable learners to access a safe and secure environment where they feel comfortable and are able to share their concerns with members of the SEND team. These concerns can then be dealt with immediately or referred on to the appropriate people. Changes in the learners can be monitored and identified quickly so that again the appropriate actions are taken.

9.5 Recording and responding to bullying –

Learners

There are various ways in which learners can report bullying within our school, allowing for learners to access the support they need.

Members of Staff

Learners know that they can approach any member of Rayner Stephens High School staff and be listened to.

Tootoot

Every learner has a login to a 'Tootoot' account. Tootoot allows for learners to inform safeguarding leads of any concerns including bullying via technology. Learners can also access the log in from home / portable technologies if they do not feel comfortable with face to face communication of bullying.

Monitoring and Filtering Software

Monitoring and filtering software reports show any abusive / hate language that has been typed into any technologies within the school. This is immediate contact via email to safeguarding leads and senior leaders, allowing for a rapid response and intervention.

Vulnerable Learners

Vulnerable learners who have been identified receive a variety of differentiated interventions according to their needs. Daily safe and wells for the most vulnerable allow learners to communicate any concerns that they may have that day to the Head of Year.

SEND Learners

Nationally, children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff are aware that this could be a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

9.6 Responding to bullying –

Staff Why it is important to rapidly respond to bullying

Bullying hurts and no one deserves to be a victim of bullying. Everyone has the right to be treated with respect. Learners who are bullying need to learn different ways of behaving. As a Trust we have a responsibility to respond promptly and effectively to all issues of bullying. A rapid response to tackling bullying incidents provides learners with confidence that they know bullying will be dealt with and reinforces that it will not be tolerated.

Identifying Signs and Symptoms

Children who are being bullied at school will not always be prepared To tell those in authority. However, when a disclosure is made, it should always be treated seriously. For those learners who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be established. Signs might include:

- Being frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide

- Cries themselves to sleep at night or runs away
- Feels ill in the morning
- Begins to do poorly at school
- Comes home with torn or damaged clothes
- Losses possessions or has things ‘go missing’
- Ask for money or starts to steal
- Has diner money or other monies constantly ‘lost’
- Has unexplained cuts or bruises
- Comes home hungry
- Becomes aggressive, disruptive or unreasonable
- Begins bullying other siblings/children
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous jumpy or secretive when a cyber message is received

Interventions Sanctions and tackling underlying issues of bullying.

The school will take firm and decisive action to deal with any incident of bullying which is witnessed and/or reported to a member of staff.

9.7 Role of the teacher / staff member

Teachers must always log any concerns they have received or witnessed regarding bullying to the pastoral team, this must be logged as soon as possible and definitely on the day of the incident. Depending on the incident this should always be a CPOMS log, however if the need is immediate directly to the learning manager or safeguarding lead. The pastoral team will then lead on the next stages of intervention, which may include the member of staff who reported the bullying incident or be led pastorally, depending on the individual learner.

9.8 Incident Management – Pastoral Team

When dealing with any incident of bullying;

- 1) Learners should be listened to, taken seriously and investigations undertaken.
- 2) The victim should be reassured, given advice and support. They need to know something will be done and the matter will be handled discreetly and sensitively as many children fear reprisal. In some cases, the victim may not want any action taken they may just want to discuss their problem.
- 3) Incidences of bullying and any investigations, meetings, actions and outcomes should be recorded. The conclusions of any meetings should be agreed and documented. All logs need to be entered onto CPOMS as the main communication method, there is a ‘bullying’ signpost label for the logs so that bullying reports and analysis can be generated.
- 4) Hate Crime incident logs need to be completed and uploaded onto CPOMS for
 - race
 - religion
 - sexual orientation
 - gender identity
 - disability
- 5) Parent/carers of learners need to be communicated to and involved as appropriate. It should be made clear what actions have been taken and why.
- 6) The learner who has been bullied may also need to receive further interventions and support following the incident, all actions must be logged onto CPOMS and via the Inclusion meeting.
- 7) The bully should be aware of disapproval but that it is the bullying behaviour that is disapproved of not the individual. Resolution not retribution. It is necessary to educate and apply interventions for the learner identified as bullying and help them develop an ability to empathise with others. They

need to be made aware of the distress their actions have caused others. Some bullies do not always realise the full consequences of their behaviour

- 8) Every effort should be made to break up bullying gangs.
- 9) The Head of School and members of senior team may need to be involved and must be made aware of all bullying incidents.
- 10) 10. Where bullying is linked to vulnerability or additional needs for the child, involvement of outside agencies may be necessary.

10 Responsibilities of all stakeholders:

10.1 The role of the Local Governing Board

The Local Governing Board supports the Head of School in all attempts to eliminate bullying from the School. The Local Governing Board will monitor incidents of bullying that do occur and reviews the effectiveness of the School procedures for dealing with bullying regularly.

The Local Governing Board requires the Head of School to keep accurate records of all bullying incidents.

10.2 The Head of School responsibilities:

- Implement the anti-bullying policy and ensure that all staff are aware of the policy
- Ensure that all staff understand how to identify bullying and how to respond to it
- Ensure that all staff receive appropriate training
- Ensure that all learners understand bullying is wrong and that it is unacceptable behaviour within the School
- Report regularly to the Local Governing Board

10.3 Staff responsibilities:

- Listen to what learners have to say
 - take what learners have to say seriously • report accurately what is being said
 - pass all information on to the appropriate member of staff
 - make it clear to the learner they have made the right decision to tell
 - make it clear to the learner they cannot guarantee secrecy
 - deal swiftly, sympathetically and effectively with all bullying incidents so that they are seen to be dealt with promptly and fairly and both victim and bully are effectively dealt with
 - make good use of curriculum time to emphasise the wrongness and danger of bullying
- Learners responsibilities:
- To treat others as you would want to be treated yourselves and refrain at all times from behaviour which would constitute bullying
 - To be fully aware of what bullying means
 - To recognise the signs of bullying and know how to deal proactively should a situation arise
 - To have a clear understanding of who to go to for help (choose someone you are comfortable with)
 - To have a clear understanding of the different methods available for reporting bullying incidents
 - Do not turn a blind eye to bullying and report any issues/incidents to an appropriate adult
- 19 Parent/carer responsibilities:
- Watch carefully for signs of distress or unusual behaviour in their children, which might be evidence of bullying
 - Advise their children to report any incidents of bullying immediately to an appropriate member of staff
 - Make the school aware of any unusual behaviour a child may be exhibiting outside of School

- Support the School with its anti-bullying policy but discussing it with their own child/children
- Advise their children not to retaliate to any form of bullying
- Be sympathetic and support towards their children and reassure them that action will be taken
- Support the School in its actions against those who bully
- Inform the school of any suspected bullying even if their child isn't involved • Co-operate with the School, if their child/children are accused of bullying, try to ascertain the truth
- Always contact the School if they have any concerns about their child or any child who attends the School.

10.4 Consequences Isolated incidents

These will be dealt with through the normal behaviour policy (detentions, time within Internal Exclusion, phone calls home, report cards etc).

10.5 Repeated or extreme bullying incidents

If a situation persists or it is extremely serious, the involvement of the Senior Leadership Team, Governors and families may be required. In cases where a person has been physically assaulted, the police may also be involved. In such cases, or where bullying is persistent, the instigator is liable to face the full range of sanctions which may include a fixed term exclusion from school or even a permanent exclusion.

11 Where does this policy apply?

This policy applies to all learners and staff of Rayner Stephens in classrooms, on the corridors and in all social spaces. It also applies to all learners and staff on visits, residential trips and journeys to and from school.

The Headteacher has a specific statutory power to discipline learners for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate learners' conduct when they are not on premises and are not under the lawful control or charge of a member of staff.

This can relate to any bullying incident occurring anywhere off the premises, such as on public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or PCSO's in the local authority of the actions taken against a learner. If the misbehaviour is deemed as criminal, or poses a serious threat to a learner or member of the public, the police will always be informed. Whenever an incident involves a learner or learners from another school, staff will liaise with appropriate colleagues from the relevant school to ensure that sanctions and support are put in place for that learner, in order to prevent further bullying incidents.

12 Supporting Organisations and Guidance Citizens Advice, Victim Support

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk

- The Diana Award: www.diana-award.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

12.1 Online bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know - CEOPS: www.thinkuknow.co.uk

12.2 LGBTQ+

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

12.3 SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: <https://www.mencap.org.uk>

12.4 Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it(True vision): www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.theredcard.org/education