



# Anti-Bullying Policy

Policy Creation & Review	
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<b>Next Review Date</b>	June 2024

# Ellen Wilkinson Primary School

## ANTI-BULLYING POLICY

### 1. Introduction

Ellen Wilkinson Primary School has an Anti-Bullying policy to meet Department of Education requirements contained in "Safe to Learn", also to comply with the Human Rights Act 1998. The "Safe to Learn" package of guidance (published in September 2007) includes specialist advice on cyber bullying, homophobic bullying and bullying involving students with SEND and disabilities. This is in addition to the existing guidance on tackling bullying related to race, religion and culture which was issued in 2006.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education" 2023 and 'Sexual violence and sexual harassment between children in schools and Colleges' guidance. The school has read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

#### 1.1 Links to legislation

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

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### 2. Objectives of this Policy

- To be proactive in the prevention of bullying in accordance with the Equalities Act 2010
- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is and know what the school policy is on bullying
- To make pupils, parents/carers and staff aware of what steps take place when an incident of bullying has occurred.
- To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.
- To clarify the extent of the problem and ensure that the school allocates a proportionate amount of time and energy to bringing it under control.
- To record accurately all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.
- To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour
- Bullying will not be tolerated towards any member of the school community be they adult or child
- To promote British Values of mutual respect and tolerance

### 3. Statement of Intent

The purpose of this policy is to provide an environment free from humiliation, oppression and abuse.

Ellen Wilkinson community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their full potential.

At Ellen Wilkinson we are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. We do this by providing a caring, friendly and safe environment for all of our pupils and staff so they can learn and work in a relaxed and secure atmosphere. Only then will all members of the community be able to achieve their maximum potential.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school, which means if bullying does occur, **anyone** who knows that bullying is happening is expected to tell a member of school staff and know that incidents will be dealt with promptly and effectively. Bystanders have a responsibility to tell an adult in school if they are concerned that bullying is occurring. Any concerns in relation to bullying between staff should be reported immediately to senior leadership.

Where bullying exists the targets must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

#### 4. What is bullying?

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*” DfE “Preventing and Tackling Bullying”, (July 2017).
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Ellen Wilkinson Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by the school as being a form of child on child abuse; children can abuse other children:
  - Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
  - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
  - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

**Bullying can happen to anyone. This policy covers all types and forms of bullying including:**

**Verbal:** Name calling, persistent teasing, mocking, taunting, threats, gossiping and making offensive comments.

**Physical:** Any form of physical violence, intimidating behaviour, theft, or the intentional damage of possessions. This includes hitting, kicking and pushing.

**Emotional:** Excluding, tormenting, ridiculing, humiliation, setting people up and spreading hurtful and untruthful rumours including offensive graffiti.

**Cyber:** *Cyber bullying* is the misuse of digital technologies or communications such as phone, text, instant messenger, through gaming, websites, social media sites and apps to bully a person or a group, typically through messages or actions that are threatening and/or intended to cause offence, anxiety or humiliation, including sending degrading photos or videos. The rapid development of, and widespread access to technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying, which can happen beyond the school day into the

home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Children and young people are most commonly bullied because of a real or perceived 'difference'. This difference can be anything, but in our experience bullying is often:

**Racist:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person/s feel unwelcome marginalised and excluded, powerless or worthless based on ethnicity, skin colour, language, religious or cultural practices

**Homophobic/ Transphobic/ Biphobic (HBT)** HBT bullying is bullying directed at someone who is or is perceived to be Lesbian, gay, bisexual, transgender, intersex, queer/questioning, asexual (LGBTIQA+) and many other terms (such as non-binary and pansexual)

**Sexual:**

Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or intimidation. This could include pressure to send images of a private nature and/or use terminology in this context.

**Discriminative:** Bullying based on any perceived weakness such as children in fostering or care homes, young carers, those with disabled siblings or parents, single parent families, low economic background.

**Faith & Religious:** Bullying based on and not limited to having a different religion to others, taking part in traditions that others don't and wearing religious items or clothing

**Vulnerable Groups:** We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to fit into the HBT group
- Those suffering from health problems, including Mental Health

**There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.**

## 5. What is NOT bullying?

**One-off incidents:** Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

**Mutual conflict:** A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

The school works hard to ensure that all pupils know the difference between bullying and simply 'falling out'. Friendship fallouts occur at times and occasionally there will be conflict between pupils. Bullying occurs when there is an imbalance of power.

## 6. Scope

The school is legally responsible for incidents of bullying which occur on school premises and/or during the course of the school day, i.e. school trips, after school club, school journeys etc.

In accordance with the Positive Behaviour Policy the school is also concerned about pupils conduct and welfare outside school; which may include, but is not necessarily limited to travelling to and from school, incidents where children are identified as a member of the school community, i.e. wearing school uniform and/or incidents of cyber bullying.

If there are more general concerns about pupils' safety outside school then the local police may be contacted and their help sought in making the area around the school premises more secure.

If information is received that a student is being bullied by a sibling outside school this will initially be discussed with the parents. If concerns persist then the matter may be referred to children's Social Care and their help sought in resolving the issue

If pupils are being bullied by pupils of another school outside school hours (including cyber bullying) the DSL (headteacher) will collaborate with other schools in order to ensure the matter is resolved in both locations.

## 7. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child shows any of the following:

- Changes their usual routine;
- Feels ill in the morning;
- Is frightened of walking to or from school;
- Doesn't want to go on the school / public bus;
- Begs to be driven to school;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Becomes withdrawn anxious, or lacking in confidence;
- Starts stammering;
- Cries themselves to sleep at night or has nightmares;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or "go missing";
- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually "lost";
- Comes home hungry (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating; loss of appetite
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Has unexplained cuts or bruises;
- Attempts or threatens to harm themselves or run away.
- Unexplained bruises, scratches, cuts
- Bedwetting

## 8. Child on Child Abuse

At Ellen Wilkinson we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of 'banter' or 'growing up'

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond

In cases where child on child abuse is identified we will follow our safeguarding procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Up skirting
- Bullying
- Radicalisation
- Abuse intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

## 9. Cyberbullying

Due to the enhancement of computerised technology, **Cyber Bullying** has increased significantly in recent years. Cyber bullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person. It may take place anywhere, e.g. at home, in school, at the library etc., and involve many people. Anybody can be targeted including pupils and school staff. It can include threats and intimidation, harassment, cyber-stalking, criticism, insults, exclusion, peer rejection, impersonation, unauthorised publication of private information or images etc.

The following may indicate that a child is being bullied through the use of computerised technology:

- Child is afraid to use the internet or mobile phone;
- Child is nervous & jumpy when a cyber-message is received.

All of the signs and behaviours above could indicate other problems, but bullying should be considered a possibility and should be investigated. When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified
- Provide appropriate support for the person who has been cyber bullied and work with the person who has carried out the bullying to ensure that it does not happen again
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
  - Confiscating and searching pupils' electronic devices such as mobile phones, in accordance with the law and the school searching and confiscation policy
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensure that sanctions are applied to the person responsible for the cyber bullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
- Inform the police if a criminal offence has been committed
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply;
  - Providing advice on blocking or removing people from contact lists;
  - Helping those involved to think carefully about what private information they may have in the public domain
- E-Safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parent's awareness of cyber-bullying.

## 10. Why do people bully?

Although it is not fair, people usually bully others because they feel bad about themselves. Their aggression is often an attempt to hide their own unhappiness. Most commonly people who bully feel:

- Rejected by somebody;
- Jealous about other people's talents and abilities;
- Different or inadequate;
- Overcome by stress or pressure.

Their behaviour can also be an indication of more serious problems. For example they may:

- Be being bullied themselves, either by another pupil or even a family member;
- Not have any positive role models to teach them right from wrong;
- Be exposed to others who see violence in a positive way;
- Be punished very unfairly at home.

## 11. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Pupils who are bullying others need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

## 12. Who can you tell?

Children can report bullying to any adult within the school, who have the responsibility to report this on (please see the Anti-bullying Charter attached). In addition the Learning Mentors are available to 'Chill and Chat' at lunchtimes.

**Listening to Children:** It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

On some occasions children may feel more comfortable talking to their parents/carers, who then need to contact the school so the issue can be resolved.

Adults in our school should talk to their Line Manager or the Headteacher if they feel they are the target of bullying or harassment.

## 13. Who has responsibility?

At EWPS we believe it is everyone's responsibility to help stop bullying. Our Anti-Bullying Charter sets out clearly the responsibilities of the school community, including: pupils, parents, school staff, senior staff and the governing body (please see the Anti-bullying Charter attached)

## 14. Parental Involvement

The school recognises the important part parents/carers play in supporting their children and promoting change. The school welcomes the active involvement of parents (of both the targeted child and child who is the alleged perpetrator) in bringing this problem under control. Parents/carers will be kept informed of any concerns the school has about their children in relation to this issue.

Parents are expected to support the school regarding sanctions for the alleged perpetrator, including any suggested actions for helping them to change their behaviour.

## 15. Actions to tackle bullying

Prevention is better than cure so at Ellen Wilkinson we aim to be vigilant for signs of bullying and always take reports of incidents seriously. We will intervene and tackle bullying behaviour appropriately and promptly. At Ellen Wilkinson we seek best practice from other agencies to support our work on promoting equality and celebrating diversity to ensure all children in our care are happy and feel safe in our school.

As part of our ongoing commitment to the safety and welfare of our pupils we promote positive behaviour and discourage bullying behaviour by:

- Celebrating good behaviour and achievements using the school rules/class rules, PSHE/Citizenship lessons, assemblies, modelling behaviour and attitudes, circle time, and using cross curriculum opportunities, i.e E-safety lessons
- To ensure the profile is kept consistently high, we take part in the national Anti-Bullying Week annually in November
- Anti-bullying is discussed by the Junior Governing Body annually; and a pupil questionnaire is created
- Providing specific curriculum input on areas of concern such as cyberbullying and Internet Safety.
- Providing support for Parents and Carers
- Providing support for all School Staff to promote positive relationships to help prevent bullying
- Ensuring that staff training and development is provided for all staff including those involved in before and after school activities; including staff CPD which will assist in learning about current technologies
- In implementing our Anti-Bullying Charter – Pupils, Parents, Headteacher (*on behalf of the staff*) and Chair of Governors (*on behalf of the Governing Body*) at Ellen Wilkinson signs the Charter and will be expected to act in accordance with it. As a school community we are powerful if we act together. We recognise that awareness needs to be regularly raised and use national campaign weeks, assembly time, and PSHE lessons and lessons from Kidscape to seize every opportunity to remind pupils of their responsibilities as part of our community.
- A clear and precise account of bullying incidents will be recorded on our Record of Behaviour system in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. Any comments made by the children involved and any comments made by the child/ren's parents/carers.
- Monitor and review our anti-bullying policy and practice on a regular basis
- Recognising that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required

## 16. How the School Responds to Specific Allegations of Bullying

In accordance with our Anti-Bullying Charter children are encouraged and made aware of those who can help if they are worried about bullying, this includes an anti-bullying leaflet created by the School Council and recently updated by the Junior Governing Body. We ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively. Once a member of staff is made aware of the allegation a member of the Safeguarding Team (please see our Safeguarding Policy for details) will investigate the matter further. The following steps are then followed:

- Report bullying incidents to a member of the Safeguarding Team. A member of the SLT will take the lead. Julie Baker or Dwight Hart, our Learning Mentors will also be informed. Pupils and parents will be urged to report all incidents of cyber bullying to the school;
- Staff, pupils, parents and governors to be made aware of issues surrounding cyber bullying;
- Discuss situation with targeted child;
- Seek clarification on any issues raised, including talking to other children or staff if appropriate;
- Discuss with the child who is the alleged perpetrator;
- Seek further clarification on any issues raised, including talking to other children and staff;
- The school will ensure parents/carers of those involved are kept informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies
- Resolution is then sought with both pupils using these methods and monitoring procedures are put in place;
- Any reported incidents of bullying will be recorded on a 'Bullying Incident Form' and will be followed up after it has been initially resolved to ensure that the situation has been permanently resolved;

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making as appropriate.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.

**Please note:** If a resolution cannot be found or further acts of bullying take place then additional disciplinary sanctions may be needed in accordance with the schools Positive Behaviour Policy

As a result of the discussion clear expectations are laid down as to:

- Sanctions, as identified within the school behaviour policy, and support for both the target and alleged perpetrator, e.g. circle of friends, individual work with pupils, social skills groups (to develop and raise self-esteem) and referral to outside agencies if appropriate; will be implemented in consultation with all parties concerned.
- Where the alleged perpetrator should be at specific times of the day;
- Who they should report to, and when;
- Who they should keep away from;
- What are the arrangements for playtime, lunchtimes, beginning and ending of the school day.

**Please note:** Individual circumstances will determine the precise arrangements to be made

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the Designated Safeguarding lead or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing on-going support; this may include; working and speaking with staff, offering formal counselling, engaging with parents/carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that the content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, and removal of privileges (including online access when encountering cyber bullying concerns).
- Where necessary, working with the wider community and local/national organisations to provide further specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services or the Children and Adolescent Mental Health Service (CAMHS)

## 18. Outcomes

- The alleged perpetrators may be asked to genuinely apologise once they have understood how their bullying has hurt others. Sanctions will be tailored to the age and circumstances according to the child; sanctions may be kept confidential.
- In serious cases, fixed term or even permanent exclusion will be considered by the Leadership Team and the Governors.
- Reconciliation will take place amongst pupils if possible.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## 19. Supporting Adults

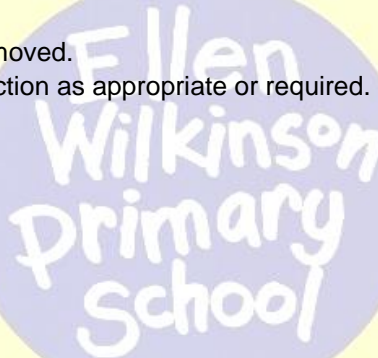
Our school takes measures to prevent and tackle bullying among pupils; however; it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents of other staff members, is unacceptable.

Adults who have been bullied or affected with be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead/Headteacher, or another member of the Leadership Team.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a member of the Senior Leadership Team to establish the concern
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting the content is removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

The logo for Ellen Wilkinson Primary School is centered on the page. It consists of a central purple circle containing the text 'Ellen Wilkinson Primary School' in a white, handwritten-style font. This central circle is surrounded by a larger, light yellow circle, which is further enclosed by a purple ring, and finally a large, light yellow outer ring. The background of the page is white.

Ellen  
Wilkinson  
Primary  
School

## 20. Preventing Bullying

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required;
- Openly discuss differences between people that could motivate bullying, such as children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related to difference;
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others;
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying;
- Actively create 'safe spaces' for vulnerable children and young people;
- Celebrate success and achievements to promote and build a positive school ethos.

## 21. Monitoring/Evaluation

The Head teacher has overall responsibility for ensuring that this policy is implemented. She will liaise with the Governing Body, Parents and Carers, Newham Council and outside agencies as and when required.

The Senior Leadership Team is responsible for monitoring incidents of bullying, and reporting to the Parents & Safeguarding Governor. Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and pupils.

The Safeguarding Team, which include members of the LT have responsibility for investigating and reporting all allegations of bullying and report these at the ECM meetings that take place every half term.

At Ellen Wilkinson we believe it is essential to constantly review this policy to ensure that we are in a position to strengthen our approach to this issue

### REMEMBER:

- **Bullying can have a huge negative impact on children - in the short and long term**
- **Be on the lookout for signs of bullying, and be aware of who might be more vulnerable**
- **Report any concerns you have**
- **Take prejudice-based bullying seriously and listen to children affected by it**

## 22. Links to other policies

**This policy cannot stand alone. It has links with:**

- Curriculum Policies such as: the PSHE and Computing
- The Positive Behaviour Policy – Rewards and Sanctions
- Early Help, Safeguarding & Child Protection Policy
- Equalities Policy – Prejudice related crime (homophobia, race, religion and culture and SEN/Disability)
- Confidentiality Policy – Reporting and recording
- E-Safety Policy and Acceptable Use Policy – *which outlines the schools response, reporting procedure and how the school educates students about cyberbullying and how the school keeps up to date with the technologies used by pupils both within and outside of school*

This Policy is on the Google drive in the staff information section and is available on the school website. Staff are provided with advice and training in how to recognise and deal with bullying at Ellen Wilkinson Primary School

This policy is seen as an integral part of our Early Help, Safeguarding & Child Protection Policy

The nominated Governor with the responsibility for Anti-Bullying is: Marie Christie

*This policy was originally written with support from Kidscape; its revision has been checked and approved by the Leadership Team, Junior Governing Body, Governors and Parent Representatives.*

## 23. Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

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

### 23.1 SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send-module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send-module_final.pdf)
- Dfe:SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### 23.2 Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS): [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- Dfe 'Cyberbullying' advice for headteachers and school staff: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### 23.3 Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophate.org](http://www.stophate.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Card: [www.strc.org/educational](http://www.strc.org/educational)

### 23.4 LGBTQIA+

- Barnado's LGBTQIA+ Hub: [www.barnados.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnados.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

- ❑ EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- ❑ Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- ❑ Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- ❑ Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### 23.5 Sexual Harassment and sexual bullying

- ❑ Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- ❑ A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- ❑ Disrespect No Body:  
[www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- ❑ Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.anti-bullyingalliance.org/tools-information/aa-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org/tools-information/aa-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- ❑ Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

***Additional links can found in 'Preventing and Tackling Bullying' (July 2017)***



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