Anti-Bullying Policy

Author's Name	Grace Woollett Assistant Vice Principal
Date Written	June 2019
Review Date	Academic Year 2020/21

Date Ratified by Governing Body	5th July 2019

SIGNATURES:

Principal	J. S. Bridges
Chair of Governors	H. Mottram

Statement of Policy:

Castle View Enterprise Academy is committed to providing a caring, friendly and safe establishment for all of our pupils so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in the Academy. If bullying does occur, all pupils should be able to inform staff and be confident that incidents will be dealt with promptly and effectively. This policy outlines what Castle View Enterprise Academy will do to prevent and challenge bullying. The policy has been drawn up through research into best practice and consultation with whole school community; we are committed to developing an anti-bullying culture and embedding it into the ethos of the Academy.

The aims are:

- to prevent the occurrence of bullying;
- to create a positive and safe learning environment;
- to develop individuals' self-esteem and respect for others;
- to have a complete and consistent method for dealing with incidents of bullying;
- to resolve bullying by means of reconciliation, support, and/or sanctions
- all members of the Academy community share an understanding of what is defined as bullying;
- all staff share a consistency of response;
- staff and pupils recognise the benefit of taking a stand against bullying;
- Governors, parents and other members of the local community are aware of the Academy's policy on bullying;
- that a high level of awareness of the Anti-bullying Policy and its aims is maintained through CPD (in-service training), PSHCE, and the wider curriculum
- this policy is linked to the Academy's policy for Behaviour, Child Protection, Single Equality Policy, E-Safety Policy and Action Plan and the Acceptable Usage Policy
- the Academy will seek national Anti-bullying accreditation.

The prevention of bullying and the education on how to keep safe will improve the school ethos and provide an appropriate and safe learning environment where all pupils feel safe and secure where all pupils can learn without anxiety. In relation to 'Working Together to Safeguard Children July 2018 the main areas are:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

What is not bullying?
According to CompassionIt.com (February 2016)

Bullying is NOT:
1 – Excluding someone
It is not considered bullying if pupils exclude someone on the yard now and then or don't invite someone to a party. Repeated and deliberate exclusion, however, can be bullying.

2 – Disliking someone
Children may verbally or non-verbally communicate their dislike of another child. This is acceptable, as long as they do not start rumours or verbally abuse the other child.

3 – Accidental physical harm
A child might unintentionally bump into or trip another child. This it is not bullying if it is not deliberate.

4 – Being "bossy"
It is natural to want friends to interact in a certain way, and some pupil's take the role of being the director. Learning to lead skilfully is a lifelong process, and most younger pupils haven't mastered it.

5 – Telling a joke about someone (once)
While this is not behaviour to be encouraged, it is not considered bullying unless there are repeated instances. We will teach the pupils that one single joke about someone may hurt another's feelings, and it is acceptable.

6 – Arguments
Arguments will inevitably happen at school and these need to be managed in an appropriate way by the staff and pupils' alike.

While the above six behaviours are not ideal, they are not bullying. As staff, we should teach pupils to refrain from acting in ways that may hurt another, whether it is a one-time thing or not. Nonetheless, it is important to understand the difference between bullying and general conflict or unskilled behaviour.

What is bullying?

A definition of bullying

Anti-Bullying Alliance definition:
'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.
1. Bullying is deliberate or intentional,
2. It is usually repeated and
3. There is an imbalance of power between perpetrator and target.

Government guidance defines it in this way:

DFE “Preventing and Tackling Bullying” (July 2017)

“Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

A one off incident is seldom, regarded as bullying except in certain rare circumstances where the other two elements and prejudice are present. In some cases such as bullying that targets someone with special needs or disability for example or if there is a significant risk of harm, we would not look for repeated incidents to classify it as bullying if all the other aspects were there. Bullying can be frequent or infrequent, long term, high or low level and persistent. Bullying can include bullying of and by school staff, whether by pupils, parents or staff

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand comments behind the target’s back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Stopping violence and ensuring immediate physical safety is the Academy’s first priority but emotional bullying can be more damaging than physical and this needs to be considered in all allegations or concerns raised.

Bullying can be driven by prejudice or a fear of difference. It can be linked to:

- Race, religion, nationality or culture
- Gender
- Sexual orientation/sexuality
- Disability, learning difficulty or special need
- Health conditions
- Appearance
- Family arrangements and social circumstances
- Any protected characteristic within the Equality Act 2010

We recognise that particular pupils may be more vulnerable because of all or some of the above and will require a sensitive approach:

Bullying is often a series of apparently minor incidents. Tackling these minor incidents will reduce the occurrence of more major or persistent bullying. Incidents that could be deemed initially as minor include:

- name calling;
- certain looks;
- 'borrowing' equipment;
- one student intimidating another in order to copy homework;
- spoiling another student's work;
- pushing in at the dinner queue;
- groups of pupils isolating another by not letting him or her join in;
- forcing pupils to give up their place at a computer.

Cyber-bullying:

Bullying UK. 2017

Cyber bullying can be defined as "any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, XBox Live, Instagram, YouTube, Snapchat"

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. 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. This power applies to all schools including CVEA and there is no need to have parental consent to search through a pupil's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

The Education Inspections Act 2006 gave schools the power to discipline a student for incidents outside of a school such as cyber bullying and the power to confiscate mobile phones in such cases.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

The Academy need to ensure that pupils and parents know that there is lots you can do to protect yourself in the first place, and how to get abusive material removed quickly when you see it.

Problems include:

- stolen identity
- threats
- blackmail
- rumours and gossip
- abusive comments
- nasty pictures

CEOP (The Child Exploitation and Online Protection Centre) investigates cases of sex abuse and grooming on the internet. Grooming is where people make friends with you and try to involve you in inappropriate activities. In the UK this behaviour is a criminal offence. Pupils or parents can report incidents by clicking the red button on the top right hand corner of the CEOP website.

Bullying by stealing your identity
This happens when someone either hacks into your account or pretends to be you when they set up a new account. Pupils need to:
Try to pick an unusual password and use letters and numbers.

Not use any part of their name or email address. Do not use their birth date either because that's easy for people who know you to guess.

Not let anyone see you signing in and if they do, change the password as soon as you can.

Bullying by spreading rumours and gossip
Posting false and malicious things about people on the internet can be harassment.

Threats
Anyone who makes threats to you on the internet could be committing a criminal offence. It's against the law in the UK to use the phone system - which includes the internet - to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made then it's essential that pupils know to tell parents so that they can alert us and make a complaint to the police. If you can't print out the threats, use the "print screen" button to take a snapshot of the computer screen and then save that in a word processing package or in your draft email folder.

Blackmail
Threats have been made that their parent will be told embarrassing things if they don't take part in filming themselves or removing clothes. This is an offence called "grooming" in the UK and people who have been found guilty of "grooming" have been jailed. Remember: everyone you meet on the internet is a stranger and you need to keep personal things personal to you, don't share your secrets with other people and if anyone asks you to do anything that makes you feel uncomfortable then don't do it.

Pupils should be told if anyone you know on the internet puts pressure on you to do things you don't want to then that's a big danger sign and you need to tell your parents or an adult about it so that their behaviour can be investigated by an organisation like CEOP which looks after the safety of young people in cyber space. Even if all you know about the person is their email address the police can still find out who they are.

Abusive comments
Abusive comments are very upsetting but the best way to deal with them is to get them removed by the website and report them.

Instant messaging
There are an increasing number of instant messaging systems; if things turn nasty pupils can block people from seeing that they are online and they are to be encouraged to save abusive conversations or print them out as evidence.

Nasty pictures

Pupils need to be aware:
It's easy to snap off pictures on a mobile phone and upload them to the internet. Make sure that you have the person's permission to take a picture and that they're happy for thousands of people to see it on the internet. Don't upset people and then upload their pictures for other people to have a laugh. That could be harassment. Don't digitally alter pictures of people either because what you think is funny may be offensive to other people. Don't let anyone take pictures of you that might embarrass you.

Please see the Academy's Appropriate Usage policy and Parental Agreement.

Peer-on-peer Abuse.

Young people can abuse other young people and this is referred to as peer-on-peer abuse. It can take many forms including but not limited to:-
Bullying;
Sexual violence and sexual harassment;
Physical abuse;
Being emotionally abusive;
Cyberbullying;
Exclusion from social groups.

If a person feels they are being bullied then the incident must be treated accordingly.

Equality is promoted and differences are celebrated both within the curriculum and within the climate of the Academy. A child-friendly and young person-friendly version of the definition of bullying are available. This was developed in conjunction with the Anti-Bullying Group. See Appendix 1.

If there is an allegation of bullying by a school member of staff whether it is by pupils, parents or other staff this will be investigated according to the Staff Allegation Policy by the Principal or the Designated Safeguarding Lead.

Who can bully?
Anyone has the capacity to bully - pupil, parent/carer, staff member or volunteer. Those that perceive themselves as having a low status within a community or in a group may use bullying as a way of boosting their status and achieving kudos within their peer groups. Self esteem can be a key factor in whether someone bullies or not. This places equal opportunities and inclusion at the centre of any anti-bullying work carried out in CVEA.

Who can be bullied?
People who suffer bullying are often perceived by others to be different. Bullying can exist between pupils which is known as peer-to-peer bullying, teacher to pupil and pupil to teacher.

Signs and symptoms

There are a number of possible signs and behaviours which might indicate a student is being bullied:

- withdrawn, isolated behaviour;
- unwillingness to come to the Academy;
- stops eating;
- is afraid to use the internet or mobile phone;
- complaining about missing possessions;
- begins to truant;
- feels ill in the morning;
- school work begins to deteriorate;
- becomes aggressive, disruptive or unreasonable;
- is bullying other pupils;
- refusal to talk about the problem;
- easily distressed;
- damaged or incomplete work;
- refusing to work in a group or with another student; and
- reluctance to enter a classroom or stand with other pupils whilst waiting for a teacher to arrive or walk past another classroom, where they know other pupils might harass them.

Whatever the intensity of the bullying, staff should intervene. All staff should be vigilant at all times. Every incident, however minor it may seem, is crucial for the student involved. Non-intervention condones the bullying.

Procedures

- Pupils can report bullying in a variety of ways. We have a confidential online reporting system that can be used on our school website. Bullying incidents can be reported to any members of staff who will forward it according to the procedure in the flowchart. Referrals may also be accepted from other multi-agency partners or parents.
- Staff and Peer Mentors should refer to the anti-bullying procedures flow chart.
- The priority is to give protection and support to the victim.
- Staff must make it clear that the bullying student's behaviour is totally unacceptable it is important that disapproval is explained in a calm and rational way – avoid bullying the bullying student.
- It is vital that alternative behaviour is discussed with the bullying student in order that long-term behaviour can be improved.
- Appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate), should be carried out.
- Any incident of bullying is reported on the anti-bullying logs and stored in Student Services so that the anti-bullying counsellor and the Assistant Vice Principal who leads on anti-bullying can put in appropriate measures.

- Victims of bullying may end up believing that they deserve to be bullied; they feel powerless and vulnerable self-esteem can be badly damaged, so it is essential that self-confidence is re-established.
- Investigations into bullying incidents will be thorough and involve the bullying student, the victim and any witnesses.
- The bullying student will be supported in recognising their unsociable behaviour and offering support to modify that behaviour, they may be required to attend a workshop session.
- Sanctions, if appropriate will be decided on the individual incidents and circumstances.
- Parents will always be informed of the incident and the outcome.
- After the incident has been dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Anti-bullying days/weeks and challenge days inform the curriculum.

Safe havens

Pupils must be aware of places they can go to during non-teaching time where they feel safe. Pupils can go to the Director of Learning offices, the LRC, the Student Support office the Heads of Year room. They should be aware of whom they can contact for support at any time during the day. This can be any member of staff or a member of the peer mentoring team via email, or their Head of Year.

Peer mentors are available at break and lunchtimes. School nurses are available each Friday (self referral) and the MIND counsellor (professional referral) is available on Friday too. The Risk and Resilience School Nurse is available for group work every Monday (professional referral)

Peer Led Initiatives

Pupils also participate in anti-bullying week, E-Safety days and Challenge Days where they have a range of opportunities to develop materials and resources to use with other pupils e.g. anti-bullying leaflets, anti-bullying posters and appropriate E-Safety materials. The curriculum also provides pupils with opportunities to explore independently the issues of E-Safety and Cyber Bullying.

Serious bullying incidents outside the classroom:

- appropriate intervention is vital;
- the victims must be given support and protection;
- names or recognisable features of those involved should be obtained;
- the victim should be allowed to leave or be taken away from the scene – it may be appropriate to take them to Student Services for First Aid ;
- if necessary, help should be obtained from the Director of Learning or Senior Staff;
- a report slip must be completed.

If a bullying incident is severe, it may be helpful to seek the advice and support of the Police Liaison Officer, this must be done through the Senior Leadership Team. Help may be immediately available and at the multi-agency base or site.

Strategies to prevent bullying must be used in all areas of the school including playground, restaurant, corridors and open areas. Staff monitor areas where bullying could occur e.g. at lunchtimes, behind bushes etc. Staff are trained and utilised to reduce incidents of bullying at breaks and lunchtimes. SAFC support the most vulnerable pupils at lunchtimes.

Bullying in the community

If a parent or student reports bullying in the community all staff must be made aware. Where the incident is serious the police and/or Together for Children will be made aware. The Academy will follow a multi-agency plan if the incident is serious.

Pupils are advised to report any issues on the way into school and staff will take appropriate actions e.g. phone call to parents/interview pupils. If any incidents are serious the Assistant Vice Principal in charge of Safeguarding and/or the Principal will refer to the police.
The Academy recognises the guidance 'Safe from Bullying on journeys' DSCFE 2010.

Every young person should feel safe to learn, play and socialise. Whether on a bus or in the street, every child should be safe from victimisation and discrimination. Anti-bullying activity contributes to safer neighbourhoods, promotes community cohesion and reduces crime. At Castle View Enterprise Academy we work closely with all community agencies including the police on this agenda. The Academy works with the Local Authority on an effective local safe travel policy. The Academy will involve pupils in developing guidelines for safer travel and encourage pupils to report any issues to school and parents.

Serious bullying incidents in a classroom

If a serious bullying incident occurs in a classroom, when a teacher needs assistance, initially Heads of Department or Director of Learning should be used. Sensitivity towards the victim must be exercised in order that he or she is not further embarrassed in front of his or her peers. Similarly, the bullying student should not be given the opportunity to become a 'hero'.

Parental involvement

Following any incident, parents of both bullies and victims should be made aware of the situation and how their actions could help. Form Tutors, in consultation with the Director of Learning, should involve parents at an early stage whenever it appears that there may be a problem. A confidential email/text service will be available for parents to express concerns in confidence.

The role of governors

The governing body supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the schools anti-bullying records, and by discussion with the Principal. Governors analyse information with regard to gender, age and ethnic background of all children.

The role of the Principal

It is responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Principal and members of the Senior Leadership Team ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of pupils to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other with other pupils why this behaviour is wrong.
The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Principal sets the school climate of mutual support and praise for success, so make bullying less likely.

The role of staff.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.

If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Principal, the member of staff informs the child's parents and carers.

Staff actively supports anti-bullying strategies by teaching children directly about safeguarding issues and cyber-bullying. Information is regularly sent home to parents and

carers to further develop parental awareness of safeguarding issues on the internet and mobile devices.

Policy into practice

It is important that tackling bullying is seen as an ongoing process which involves all members of the Academy community. Please refer to the Behaviour Management Flow Chart and the anti-bullying procedures flow chart. Prevention of bullying must comply fully with the Equality Act 2010 Public Sector Duty.

The Anti-Bullying Log is reviewed and evaluated on a termly basis in order to inform and improve practice and to analyse for patterns or support needs of individual pupils. All incident slips are stored in the Anti-Bullying Log. All support mechanisms are stored in individual children's SEN or personal files. This is reviewed carefully to ensure that no one group is being victimised and where necessary child protection referrals are made.

Pupils can report an incident via email, via written statement, verbally, to a range of allocated staff. Incidents of E- safety and cyber bullying are also reported as described in the E-Safety Policy. The new system of Forensic Monitoring identifies incidents which are not in line with CVEA Policy and the agreed procedures are followed.

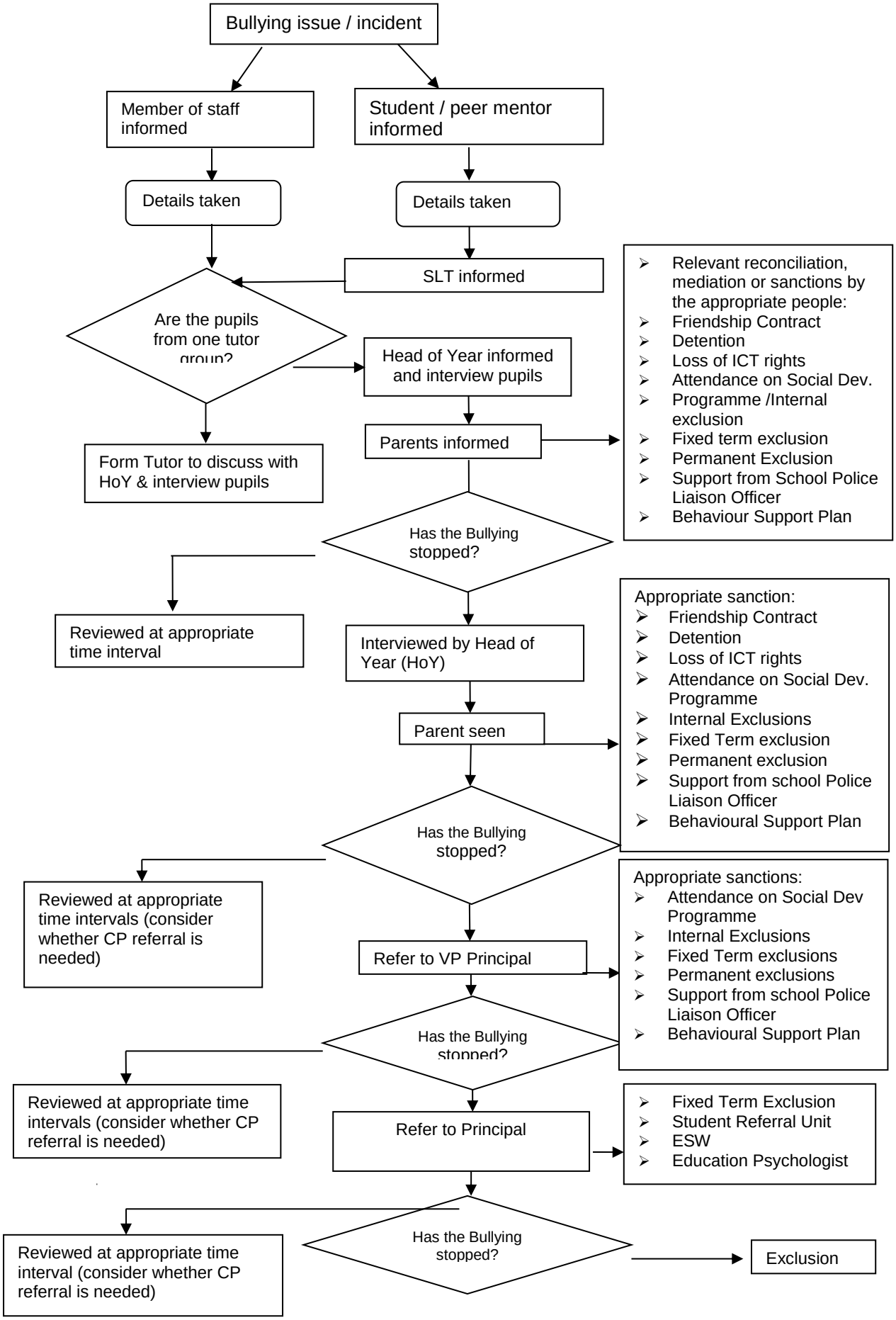
The policy is reviewed by the anti-bullying forum which includes student members, staff, governors and parents. The policy is also reviewed alongside student voice surveys and alongside the Anti-Bullying Action Plan and the E-Safety Plan. Parents views are sought via surveys, website and also as part of the anti-bullying forum. The Anti-Bullying Governor is a member of the anti-bullying forum.

Review

The policy will be reviewed with all stakeholders via the Anti-bullying Forum. Three key questions will be asked regarding success of the policy:

- Do pupils feel safe?
- Does the bully's behaviour change?
- What have we learned or need to update?

As new advice is available this will be fed into the policy.


Bullying issue / incident
Member of staff informed
Student / peer mentor informed
Details taken
Details taken
SLT informed
Are the pupils from one tutor group?
Head of Year informed and interview pupils
Parents informed
Form Tutor to discuss with HoY & interview pupils
Relevant reconciliation, mediation or sanctions by the appropriate people:
Friendship Contract
Detention
Loss of ICT rights
Attendance on Social Dev.
Programme /Internal exclusion
Fixed term exclusion
Permanent Exclusion
Support from School Police Liaison Officer
Behaviour Support Plan
Has the Bullying stopped?
Reviewed at appropriate time interval
Interviewed by Head of Year (HoY)
Appropriate sanction:
Friendship Contract
Detention
Loss of ICT rights
Attendance on Social Dev. Programme
Internal Exclusions
Fixed Term exclusion
Permanent exclusion
Support from school Police Liaison Officer
Behavioural Support Plan
Parent seen
Has the Bullying stopped?
Reviewed at appropriate time intervals (consider whether CP referral is needed)
Refer to VP Principal
Appropriate sanctions:
Attendance on Social Dev Programme
Internal Exclusions
Fixed Term exclusions
Permanent exclusions
Support from school Police Liaison Officer
Behavioural Support Plan
Has the Bullying stopped?
Reviewed at appropriate time intervals (consider whether CP referral is needed)
Refer to Principal
Fixed Term Exclusion
Student Referral Unit
ESW
Education Psychologist
Has the Bullying stopped?
Reviewed at appropriate time interval (consider whether CP referral is needed)
Exclusion

Name of victim: Is this a repeat incidence?	Name of perpetrator(s): Is this a repeat offence?
Date and time of incident or evidence:	Description and location of incident or evidence:
Actions taken (victim): Parents informed?	Actions taken – perpetrator(s): Parents informed?
Statement 1 – Name. Please attach statement.	Statement 2 – Name Please attach statement.
Person who dealt with incident: Signed and dated:	Person who dealt with incident: Signed and dated:
Action taken by the Academy:	Does the victim feel that the matter is resolved? Signed and dated (victim):
Support given to student:	Any referrals:
Comments / Is student open to CAMHS/CYPS?	

CPD

Staff and pupils all receive training and sharing of information through assemblies, CPD and challenge days.

How to challenge prejudice driven bullying (Hate Crime)

Pupils are taught via the curriculum, challenge days, anti-bullying weeks, E- Safety days and regular cyber bullying assemblies. Individuals or groups identified as making inappropriate comments or perpetrating hate crime will be referred to a multi-agency approach please see below.

Reporting Hate Crime

From the 1st April 2014 the Sunderland Partnership introduced a new and improved service for reporting incidents of hate and anti-social behaviour.

Customers and partners can now report any incidents of hate or anti-social behaviour directly onto the website www.sunderland.gov.uk/report-asb.

Alternatively customers can telephone Sunderland Council between the hours of 8:00 am and 6:30 pm Monday to Friday on (0191) 5205550 or use any of the reporting centres listed at the end of this email.

Further details about hate and anti-social behaviour are available at:
www.sunderland.gov.uk/hate-crime
www.sunderland.gov.uk/asb
www.sunderland.gov.uk/noise

The new system should be used to report incidents if they require follow up work while any emergency incidents should be referred directly to the police as they are now.

Reporting Centres:

- Sunderland Libraries
- Northumbria Police
- North East Refugee Service (NERS)
- International Community Organisation of Sunderland (ICOS)
- University of Sunderland
- Gentoo
- Sunderland Bangladeshi Centre
- Sunderland Pride
- Wear Out
- Young Asian Voices
- TWAFA
- Age UK
- Sunderland College

Tackling Homophobia and Transphobia

- Where comments were inappropriate because of SEN or lack of understanding carers/parents have been informed in writing and pupils referred to Wear kids for education and intervention.
- Where comments are inappropriate because of an inherent belief that being 'gay' is wrong the parents were informed in writing and the Risk and Resilience Team were asked to complete longer term intervention.
- E safety and cyber bullying Action plan is in place and pupils are taught how to report issues on social media sites in the community and how to stay safe online.
- Many gay pupils receive counselling from the school counsellor and have been signposted to MIND as a local helpline if they are anxious.
- Homophobic bullying/transphobic bullying and how to prevent it is taught in the curriculum but also in Challenge days and via special assembly's weeks.
- Peer mentors are trained to support pupils who may feel they are being bullied because of their sexuality or gender.
- Across the curriculum different types of families are celebrated.
- Staff have received training as part of Anti bullying training and Equality training on homophobic/transphobic bullying.
- PSCHE and Sex and Relationship policy and curriculum has been reviewed to ensure it meets the needs of LGBT families.

Governors have reviewed and taken external advice on issues of sexuality, gender equality and homophobic bullying.

Current Provision

All policies and curriculum are under constant review. Resources are inspected to ensure equality issues are promoted appropriately. All forms of bullying are tackled as part of the Anti-bullying Action Plan and policy. This is reviewed with staff, parents and pupils. Pupils report feeling safe 100% in recent whole school survey. In recent student Equality questionnaires no pupils identified any issues re homophobic bullying stating the school addressed it. Those who have experienced bullying or inappropriate questions are pleased with the restorative justice approach and are happy that pupils were educated about their comments. The Academy will not tolerate bullying and will act immediately but through its curriculum offer actively prevents homophobic/transphobic bullying.

Useful Links and Contacts:

ACE (Advisory Centre for Education)

This is an independent advice service for parents on all issues relating to state education in England and Wales. Phone 08088 005 793 – open from 2 – 5 pm Monday to Friday.

www.ace-ed.org.uk

Anti-bullying alliance

The **Anti**-**Bullying Alliance** is an alliance of over 70 organisations, we work to stop bullying and create a safer environment

www.**anti**-**bullyingalliance**.org.uk

Bullying UK

This charity's work has expanded over the years and apart from giving practical information and advice to young people and their parents through the website and by email, it includes work with schools, youth organisations, police forces and health trusts, running workshops and speaking at conferences.

www.bullying.co.uk

Childline

Free 24 hour telephone line for children and young people – Phone 0800 1111

www.childline.org.uk

EACH (Educational Action Challenging Homophobia)

Provides training for local authorities to challenge homophobic bullying. EACH also provides a national helpline for young people experiencing homophobic bullying:

Tel: 0808 1000 143.

www.eachaction.org.uk

Impact anti bullying service

Is a voluntary organisation which offers advice and support to children, young people and families affected by bullying. The service also offers a range of training material for children, young people and professionals across the city.
Impact Family Service 0191 567 8282

www.Impactfs.org.uk

Kidscape

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying. It is for children and young people, parents and carers and professionals. Phone 08451 205 204 from 10 – 4pm Monday to Friday

www.kidscape.org.uk

MENCAP

The Don't Stick It, Stop It! Campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes.

www.mencap.org.uk/dontstickit

NSPCC

Offers a wide range of advice and support in this area, including what to do when a child discloses a further problem such as domestic violence or neglect.24 hour helpline, though they recommend that children call Childline. Phone 08008 005 000.

www.nspcc.org.uk

Parentline plus

Offers a free 24 hour, confidential help line to parents and carers on all aspects of parenting. Also provides secure email help line via the website. Phone 08088 002 222 Text phone: 08007 836 783

www.parentlineplus.org.uk

Stonewall

Stonewall works with a whole range of agencies to address the needs of lesbians, gay men and bisexuals in the wider community.

www.stonewall.org.uk

Sunderland anti bullying website

Bullying takes many guises and can be tackled in many ways. This Sunderland anti bullying website offers insight into most of them and aims to provide professionals parents/carers and young people in Sunderland with the information, resources and strategies they need to tackle bullying.

www.yourhealthsunderland.com/anti-bullying

There 4 me

This site is for 12 – 16 year olds. It provides confidential, one-to-one online advice or you can send a private message to an advisor and receive a personal reply.

www.there4me.org.uk

Transforming Conflict

For information on restorative practices and training.

www.transformingconflict.org

Young carers

An innovative, online service for **Young Carers** from The Princess Royal Trust for Carers, in addition to a breadth of information young carers can join the on line community for discussion or advice from qualified youth workers.

www.**youngcarers**.net/

Young minds parents' information service

A free confidential telephone service, providing information and advice for any adult concerned about the mental health of a child or young person.

www.youngminds.org.uk