Anti-Bullying Policy

Author's Name	Miss G. Woollett
Date Written	March 2023
Review Date	March 2024

Date Ratified by Governing Body	07 July 2023

SIGNATURES:

CEO **Head of School**	Mrs J. S. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Statement of Policy:

Castle View Enterprise Academy is committed to providing a caring, friendly and safe establishment for all of our students so they can learn in a positive and secure environment. Bullying of any kind is unacceptable in the Academy. If bullying does occur, all students 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 the 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 consequences.
- All members of the Academy community share an understanding of what is defined as bullying.
- All staff share a consistency of response.
- Staff and students 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), life skills lessons (PSCHE and RSE), and the wider curriculum.
- This policy is linked to a range of the Academy's policies including Student Behaviour, Child Protection, Child on Child Abuse, Online Safety & Acceptable Use of ICT, Equality Policy and Objectives, E-Safety Policy and Action Plan.
- The Academy will seek national and local Anti-bullying accreditation.

The prevention of bullying and the education on how to keep safe will improve the Academy's ethos and provide an appropriate and safe learning environment where all students feel safe and secure where all students can learn without anxiety. In relation to 'Working Together to Safeguard Children July 2018 (updated December 2020) 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 students 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 students 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 students 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 students' alike.

While the above six behaviours are not ideal, they are unkind but they are not bullying. As staff, we should teach students to refrain from acting in ways that may hurt another, cause upset, distress or harm whether it is an isolated incident, a number of isolated incidents or not. Nonetheless, it is important to understand the difference between bullying and general conflict or unskilled behaviour due to the age of the students.

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. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'
1. Bullying is deliberate or intentional.
2. It is usually repeated.
3. There is an imbalance of power between those that are displaying bullying behaviours and those on the receiving end of it.

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 students, 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. At CVEA, we do not use the term banter as we feel it minimises the impact of unkindness and bullying on the person receiving these behaviours. We feel that the work banter can be perceived as a justification of these behaviours.

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.
- Gender identity.
- Disability, learning difficulty or learning needs.
- Health and medical conditions.
- Appearance.
- Family arrangements and social circumstances.
- Any protected characteristic within the Equality Act 2010.

We recognise that particular students may be more vulnerable because of all or some of the above and will require a sensitive or adapted 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 low level 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 students isolating another by not letting others join in.
- forcing students to give up their place at a computer.
- online unkindness.

Online-bullying:

Anti-Bullying Alliance 2023

"Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles."

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Online 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 online 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.

There are some things that make online bullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of online bullying incidents allow those experiencing it to keep evidence - for example, take a screen shot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make online bullying incidents very scary
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions

Online bullying 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 or putting pressure on another to send explicit messages, also known as sexting
- Sending or putting pressure on another to send explicit imagery eg nudes and semi- nudes, also known as youth produced sexual imagery.
- Pressuring children into sending sexual images or engaging in sexual conversations (child sexual exploitation).

The Academy need to ensure that students and parents know that there are lots that can be done to minimise the opportunity for online bullying to occur in the first place and if it does, how to act quickly which limits the impact on the student.

Bullying by stealing your identity or pretending to be someone else i.e. catfishing

This happens when someone either hacks into your account or pretends to be you when they set up a new account. Catfishing happens when someone creates a fake profile or provides fake pictures or fake information on social media networks, apps or online. Students need to:

- Use an unusual password and use letters and numbers.
- Not use any part of your name or email address. Do not use your 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.

Some ways you can prevent being catfished are:

- Know the signs of being catfished- they may not have a lot of friends or followers, they do not want to video call and they avoid to meet in person.
- Never share your personal information online
- Ask questions that require specific knowledge
- Never send them gifts or incentives such as money or banking details

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 Harassment Act 1997, the Malicious Communication Act 1988 and Communications Act 2003. If threats are made then it's essential that students know to tell parents so that they can alert us and make a complaint to the police if necessary. Students are encouraged to screenshot any threats and then block the sender to prevent continuing harm. The screenshots can then be emailed or sent via WhatsApp to the safeguarding phone and recorded on CPOMS. Appropriate action will be taken.

Blackmail

Students should be told if anybody puts pressure on you to do things that you don't want to and makes threats to share information, they need to tell a parent or an adult about it so that the other persons behaviour can be investigated by range organisations like CEOP which looks after the safety of young people online or the police if necessary. Students and parents will be given advice on how to keep safe online.

Abusive comments
Abusive comments are very upsetting; they need to be reported to the police if they are malicious, to an adult that can give advice or to the social media platform on which the abusive comments are being made. Students are encouraged to screenshot any threats and then block the sender to prevent continuing harm. The screenshots can then be emailed or sent via WhatsApp to the safeguarding phone and recorded on CPOMS. Appropriate action will be taken.

Instant messaging

There are an increasing number of instant messaging systems; if things turn nasty, offensive or frightening students 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. Students are encouraged to screenshot any threats and then block the sender to prevent continuing harm. The screenshots can then be emailed or sent via WhatsApp to the safeguarding phone and recorded on CPOMS. Appropriate action will be taken.

Inappropriate and unkind pictures

Students need to be aware:

It's easy to take pictures on a mobile phone and post to social media and circulate them in group chats. Students are encouraged to ask permission before taking a photograph and posting it. Students are taught that they should not upset people by posting their pictures for other people to have a laugh as this could be deemed as harassment. Students are taught that they should not digitally alter pictures of people and post on social media as this could cause offence. Don't let anyone take pictures of you that might embarrass you.

Child-on-Child Abuse.

Young people can abuse other young people and this is referred to as child-on-child abuse. It can take many forms including but not limited to: -

Bullying;
Sexual violence and sexual harassment;
Physical abuse;
Being emotionally abusive;
Online bullying;
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 students, parents or other staff, this will be investigated according to the Staff Allegation Policy and Low Level concern policy by the Principal or the Designated Safeguarding Lead.

Who can bully?

Anyone has the capacity to bully - student, 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 students which is known as child on child bullying, teacher to student and student to teacher.

Signs and symptoms

There are a number of possible signs and behaviours which might indicate a student is being bullied. These include the following but may not be exclusive:

- 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 students.
- Refusal to talk about the problem.
- Easily distressed.
- Damaged or incomplete work.
- Refusing to work in a group or with another student.
- Reluctance to enter a classroom or stand with other students whilst waiting for a teacher to arrive or walk past another classroom, where they know other students might harass them.

Whatever the severity of the bullying, staff should intervene and take action. 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

- Students can report bullying in a variety of ways. We have a confidential, anonymous online reporting system that can be used on our school website named Speak out safely. We have a dedicated email address beingsafe@cvea.co.uk that all students are aware of and can use to report any concerns they have. 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 person receiving the bullying behaviours of others.
- Staff must make it clear that the bullying student's behaviour is totally unacceptable. It is important that this is explained in a calm and rational way – avoid bullying the student who

is presenting with bullying behaviours.

- It is vital that alternative behaviour is discussed with the student who is displaying bullying behaviours in order that long-term behaviour can be improved.
- Appropriate follow-up work, including counselling and mend and repair (or peer mediation for minor friendship problems where appropriate), should be carried out.
- Any incident of bullying is reported on CPOMS and the Assistant Vice Principal who leads on anti-bullying can be alerted and put in appropriate measures.
- Students who have experienced bullying behaviours from others may end up believing that they deserve to be bullied; they feel powerless and vulnerable and self-esteem can be badly damaged, so it is essential that self-confidence is re-established.
- Investigations into bullying incidents will be thorough, and include any students who are directly or indirectly involved.
- The student who is demonstrating bullying behaviours will be supported in recognising their unsociable behaviour and offering support to modify that behaviour.
- Consequences, 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

Students must be aware of places they can go to during non-teaching time where they feel safe. Students can go to the Director of Subject 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 their Head of Year.

School nurses are available each Friday (self-referral) and the MIND counsellor (professional referral) is available on Tuesday too. The school counsellor is available throughout the school day. The Risk and Resilience School Nurse is available for individual work every Monday (professional referral).

Peer Led Initiatives

Students 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 students e.g. anti-bullying leaflets, anti-bullying posters and appropriate E-Safety materials. The curriculum also provides students with opportunities to explore independently the issues of E-Safety and online bullying.

Serious bullying incidents outside the classroom:

- Appropriate intervention is vital.
- The students who have experienced bullying behaviours must be given support and protection.
- Names or recognisable features of those involved should be obtained.

- The students who have experienced bullying 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 Head of Year or Senior Staff.
- A record of the incident must be completed on CPOMS.

If a bullying incident is severe, it may be helpful to seek the advice and support of the Neighbourhood policing team or Together for Children, this must be done through the Senior Leadership Team.

Strategies to prevent bullying must be used in all areas of the school including yard, 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.

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.

Students are advised to report any issues on the way into school and staff will take appropriate actions e.g. phone call to parents/interview students. 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 will involve students in understanding guidelines for safer travel and encourage students 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 Head of Year should be used. Sensitivity towards the student reporting or experiencing bullying behaviours must be exercised to prevent further embarrassment in front of their peers. Similarly, the student who is displaying bullying behaviours should not be given the opportunity to continue.

Parental involvement

Following any incident, parents of all students involved should be made aware of the situation and how their actions could help. Staff should involve parents at an early stage whenever it appears that

there may be a problem. Methods of communication with the school will be shared with parents for them to express concerns in confidence or to discuss incidents.

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 SLT 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 Head of School and asks them to investigate 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 a range of factors such as PP and non-PP, SEND and the protected characteristics of students.

The role of the Principal

It is the 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 students know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of students 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 students 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. All incidents should be recorded in detail and accurately on CPOMS even those that are an isolated incident or low level.

If staff witness an act of bullying or unkindness, they do all they can to support the students who has received these behaviours. If this is not an isolated incident the student's parents and carers are informed.

Staff actively support anti-bullying strategies by teaching student directly about safeguarding issues and online 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 and unkindness 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.

CPOMS 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 students. All incidents are recorded on CPOMS and actioned. This is reviewed carefully to ensure that no one group is being victimised and where necessary referrals are made to Together for Children at the most appropriate tier.

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

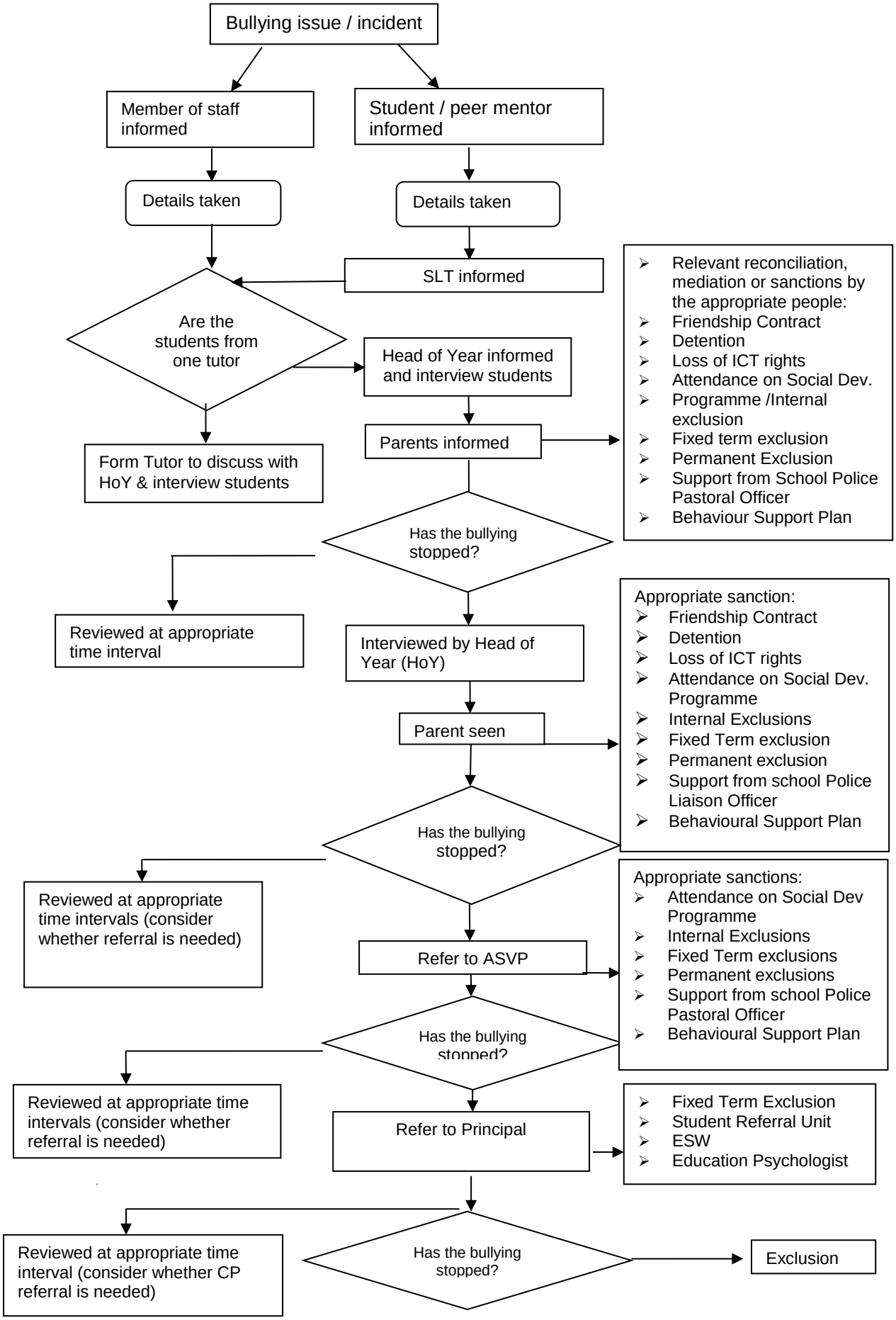
The policy is reviewed by the anti-bullying forum which includes student members, staff, governors and parents. The policy is also reviewed alongside student voice surveys and alongside the Anti-Bullying Action Plan and the Online Safety Plan. Parents views are sought via surveys, website and also as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

Review

The policy will be reviewed with all stakeholders. Three key questions will be asked regarding success of the policy:

- Do students feel safe?
- Does the bullying behaviours 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 students from one tutor
Head of Year informed and interview students
Parents informed
Form Tutor to discuss with HoY & interview students
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 Pastoral 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 referral is needed)
Refer to ASVP
Appropriate sanctions:
Attendance on Social Dev Programme
Internal Exclusions
Fixed Term exclusions
Permanent exclusions
Support from school Police Pastoral Officer
Behavioural Support Plan
Has the bullying stopped?
Reviewed at appropriate time intervals (consider whether referral is needed)
Refer to Principal
Fixed Term Exclusion
Student Referral Unit
ESW
Education Psychologist
Reviewed at appropriate time interval (consider whether CP referral is needed)
Has the bullying stopped?
Exclusion

CPD

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

How to challenge prejudice driven bullying (Hate Crime)

Students are taught via the curriculum, challenge days, anti-bullying weeks, Online Safety days and regular online 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

CVEA will report any incidents of hate or anti-social behaviour to the police and Together for Children directly if the incident is related to ideologies and extremism.

Parent and students can report hate incident directly using this website:
www.sunderland.gov.uk/hate-crime

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.

Tackling Prejudice-based language and incidents

- Where comments were inappropriate because of SEN or lack of understanding carers/parents are informed by telephone and recorded on CPOMS.
- Where comments are inappropriate because of the casual use of prejudice-based language without an inherent belief that a protected characteristic is wrong eg 'liking pink is gay' students are challenged and educated around why it is unacceptable. If there are a series of incidents that are continuing despite low level interventions then parents are informed and a referral made to the necessary services for longer term intervention. Consequences are also given to reflect our twin tracking approach to behaviour.
- Where comments or incidents are significant, there will be an instant consequence, parents informed and a referral to the necessary service immediately.
- Online safety and online bullying education is in place and students are taught how to report issues on social media sites in the community and how to stay safe online.
- Many students who identify as LGBTQ+ receive counselling from the school counsellor and have been signposted to MIND as a local helpline if they are anxious.
- Prejudice-based bullying and how to prevent it is taught in the curriculum but also in challenge days and via special assembly weeks.
- Staff have received training as part of anti-bullying training and equality training on protected characteristics and prejudice-based bullying.
- PSCHE and Sex and Relationship policy and curriculum has been reviewed to ensure it meets the needs of students who have protected characteristics and their families.

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 ethos of CVEA and policy. This is reviewed with staff, parents and students. Students report feeling very safe in recent surveys. The Academy will not tolerate bullying and will act immediately but through its curriculum offer actively prevents prejudice- based 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

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

Kooth

Kooth is an online website to support student's mental wellbeing. Offers services so that you can log your daily thoughts and feelings, a member of the Kooth team who you can chat to online and articles from others who may have similar experiences to yourself.

www.kooth.com

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

Together for Children

Together for Children works with schools, young people, parents and any professionals to offer support, resources and inspiration to support the anti-bullying agenda across Sunderland. Email- YouthVoice@togetherforchildren.org.uk

www. https://www.togetherforchildren.org.uk/anti-bullying

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. Phone 0191 549 3768 Email contactus@sunderlandcarers.co.uk

www.sunderlandcarers.co.uk

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