



# Anti-Bullying Policy

September 2018

Approved by the Governing Body Strategy Group 13/09/18

This Policy is due for renewal in Term 1  
2019–20

# **ANTI-BULLYING POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

The word parent in this policy refers to parents and carers.

#### **SECTION ONE – INTRODUCTION**

**1.1** Godinton Primary School champions the right of every child to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. The principles of tolerance and understanding and respect for others are central to what we believe.

This policy outlines what Godinton Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

**1.2** We acknowledges that bullying, whether physical or non-physical, may lead to lasting psychological damage for the individual and that all members of the school community are expected to be aware of the impact that bullying has on children and the need to prevent and respond to bullying effectively.

**1.3** Our school community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## **SECTION TWO – DEPARTMENT FOR EDUCATION (DFE) GUIDANCE**

**2.1** This policy has been informed by DfE guidance ‘ Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies’(July 2017) and supporting documents ‘ Supporting children and young people who are bullied: advice for schools’, ‘Cyberbullying: advice for headteachers and school staff’ and Childnet’s ‘Cyberbullying: Understanding, Preventing and Responding – Guidance for Schools’ . It also takes into account the DfE statutory guidance ‘Keeping Children Safe in Education’ (2016). This document is due to updated at the start of September 2018.

The DFE has published an information pack entitled “Don’t Suffer in Silence” which, as well as providing guidance, makes clear its expectations in relation to schools’ response to the problem of bullying. This message is repeated in the DFE document “Working Together to Safeguard Children” which states “All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies”.

**2.2** Further information about bullying of pupils by school staff can be obtained from the Children’s Safeguards Service. This policy has also been informed by the latest Kent Safeguarding Children’s Board Anti Bullying Policy (August 2016).

## **SECTION THREE – AIMS AND OBJECTIVES**

**3.1** The key aims of this policy are:

- That children and young people are protected from harm and from all instances of bullying
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up physically and mentally healthy
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout life
- That they become active citizens and participate in society
- That all reasonable steps are taken by the school to prevent, identify and respond to instances of bullying

**3.2** At Godinton Primary School we have a commitment to:

- Reducing bullying and bullying behaviour within the school environment
- Involving and including the whole school community; staff, pupils, parents and carers, in preventing and responding to bullying
- Closely linking approaches to anti-bullying work within the school ethos and philosophy
- Linking anti bullying work with existing Behaviour, Equal Opportunities, Race Equality, PSHE and online safety policy statements
- Promoting an understanding of bullying and the implications of bullying amongst all

members of the school community

- Recording, monitoring and reporting incidence of bullying and monitoring, evaluating and regularly reviewing the effectiveness of prevention and responses to bullying
- Provide systematic opportunities to develop children's emotional skills including their resilience.
- Provide suitable training for staff
- Use appropriate techniques to resolve issues between those who bully and those who have been bullied.

## **SECTION FOUR – DEFINITIONS OF BULLYING**

### **4.1 The Nature of Bullying**

Godinton Primary School upholds the definition of bullying as defined by The Department for Education (DFE) guidance.

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

(DfE “Preventing and Tackling Bullying”, July 2017)

Not all incidents of deliberately hurtful behaviour can be defined as bullying. Incidents in which bullying behaviour are apparent are investigated in line with guidance contained in both the Behaviour and Discipline policy and this Anti-Bullying policy in order to establish whether a single incident is a bullying incident and if so, if it is isolated. DFE Guidance 10/99 Social Inclusion: Pupil Support advises that

*“Bullying is usually part of a pattern of behaviour rather than an isolated incident”.*

### **4.2 Forms of Bullying**

**4.2.1** It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through gaming or other websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive. It can cause severe and adverse effects on children's emotional development.

4.2.4 Increasingly cyberbullying is an issue for schools to address. The issues connected with this are addressed through the school's online safety Policy. Children learn about the implications of different forms of cyber-bullying such as sending unpleasant text messages or emails. The wider search powers included in the Education Act 2011, give teachers stronger powers to tackle cyberbullying by providing specific power to search for inappropriate files on electronic devices including mobile phones. Separate guidance on this is available from the DfE.

## **SECTION FIVE – WHO IS BULLIED?**

**5.1** All children are potential victims of bullying. This policy covers all types of bullying including bullying related to:

- race, religion, nationality or culture,
- SEND (Special Educational Needs or Disability)
- Appearance or physical / mental health problems
- Sexual orientation (homophobic bullying).
- Young carers, children in care of other home related circumstance
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

**5.2** All pupils have a right to feel safe within our school environment. Godinton Primary School is aware of the vulnerable groups which exist within our school which could also potentially be victims of bullying. Our equal opportunities policy reinforces how our school is pro-active in working to minimise bullying in all groups within our school community.

We believe that diversity enables people to see things from different perspectives. Tackling bullying of this kind will need to include challenging the roots of the bullying, as well as dealing with individual incidents.

**5.3** A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'. This group of children includes virtually all children who are 'Children in Care (CIC)' in Kent.

**5.4** All staff within the school and volunteer helpers are made aware of the named Designated Safeguarding Lead (Jillian Talbot – Headteacher), and how they implement safeguarding procedures, including those relating to reporting concerns about children involved in bullying.

#### **5.4.1 Children in Care (Formerly Looked After Children)**

We are proactive in addressing the bullying of Children in Care. We have a named Designated Teacher to promote the well-being and achievement of Children in Care; this is Sarah Stein (Assistant Headteacher / Inclusion). All staff within our school know the name of this person, and report any concerns of bullying to them. The Designated Teacher is likely to need to liaise with others involved in the care of the child, and seek to promote a change.

All Children in Care have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. Robust home-school liaison will also help support a Children in Care who is experiencing bullying.

Children in Care are the subject of statutory reviews at regular intervals (Social services led) which specifically asks questions about their care and school experiences, including bullying. The school, in liaison with the parent, foster carer, social worker and the child/young person should pursue any concerns raised during this meeting.

#### **5.5 Racist Bullying**

Racist bullying is unacceptable, and in some instances criminal. Under the Race Relations (Amendment) Act 2000 we have a Race Equality Policy, which promotes race equality and we are required to record and report racial incidents. All incidents of racial bullying are logged in school.

## **SECTION SIX – PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING IN SCHOOL**

**6.1** Bullying of any kind is not tolerated within our school. By creating a climate of mutual respect we can aim to prevent incidents of bullying. In order to eliminate bullying at Godinton Primary School, we implement the following as whole school practice. :

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the Mini Management Team.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or affects pupils even when they are not on school premises, for example when using school transport or online etc.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

6.2 When incidents of pupil bullying are ascertained the Headteacher will decide upon the appropriate course of action to take. The school’s behaviour and discipline policy outlines the sanctions implemented for inappropriate behaviour and the stepped response taken by the school. The appropriate stage of the disciplinary process implemented will depend on the severity and nature of the bullying incident. The behaviour and discipline policy should be read in conjunction with this policy.

6.3 The following steps may be taken when dealing with incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- 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 headteacher/ designated safeguarding lead or another member of leadership staff (amend as appropriate to the school) will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- 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).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

The school has a separate policy for online safety which should be read in conjunction with this policy.

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 cyberbullied 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 all 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 also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
  - 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 cyberbullying; 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.

#### 6.4 Pupils who have been bullied may be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Being given opportunities to work with staff to discuss how to respond to incidents and how to build resilience as appropriate.
- Reassuring the pupils and providing ongoing support – this might include working with support staff offering pastoral or emotional wellbeing support.
- Restoring self-esteem and confidence
- 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 Child and Adolescent Mental Health Services (CAMHS).

#### 6.5 Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents and carers to help change the attitude and behaviour of the child
- Providing appropriate education
- Sanctioning in line with the school’s behaviour and discipline policy.

6.6 When responding to cyberbullying concerns, the school will take all available steps to identify the bully, including looking at school systems and contacting the service provider and the police if necessary. The school will work with parents when cyberbullying is taking place outside of school via sites not approved by the school e.g. Facebook.

If content posted online is offensive or inappropriate and the person or people responsible are known, then the school will request that it is removed. The school will work with site providers and parents on this matter.

6.7 Parents will be offered the opportunity to discuss events with school staff who will offer reassurance and support as appropriate. The school will aim to make parents feel confident that their concerns are being dealt with seriously.

#### 6.8 Supporting adults

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

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- 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 schools 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 (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher 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 that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

The school uses the specific guidance available for school leaders regarding dealing with complaints made on social networking sites by parents/carers: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

## **SECTION SEVEN – BULLYING INCIDENTS WHICH OCCUR OUTSIDE OF SCHOOL**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. This also includes cyberbullying.

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

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff.'

## **SECTION EIGHT – INVOLVEMENT OF PUPILS**

At Godinton Primary we:

- Ensure children know how to express worries and anxieties about bullying.
- Support to children who have been bullied.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Look for opportunities to canvas children and young people's views on the extent and nature of bullying.
- Involve children in anti-bullying campaigns and activities in school.
- Publicise the details of helplines and websites.
- Work with children who have been bullying in order to address the problems they have.

## **SECTION NINE – LIAISON WITH PARENTS AND CARERS**

At Godinton Primary we:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Encourage involvement of the Family Liaison Officer where appropriate

## **SECTION TEN – ROLES AND RESPONSIBILITIES**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.
- Parents and carers to support their children and work in partnership with the school.

## **10.1 The Role of Governors**

**10.1.1** The Governing Body supports the Headteacher and the school community all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying taking place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

**10.1.2** The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher 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. This are reported officially to the Governing Body.

**10.1.3** The named Anti-Bullying Governor is Steve King.

## **10.2 The Role of the Headteacher**

**10.2.1** It is the responsibility of the Headteacher 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

**10.2.2** The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher will oversee the implementation of the behaviour and discipline policy that outlines sanctions for bullying and other incidents of unacceptable behaviour.

**10.2.3** The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

**10.2.4** The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely.

**10.2.5** The Headteacher will take seriously all allegations of bullying made by parents/carers, will investigate thoroughly and will communicate findings to parents / carers.

**10.2.6** The Headteacher keeps a log of incidents of unacceptable behaviour that has taken place in school, including any incidents of bullying.

## **10.3 The Role of the Teacher**

**10.3.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

**10.3.2** If teachers witness an act of bullying or become aware of an issue this is reported to the Headteacher or Assistant Headteacher. Records are kept by agreed individuals if incidents of bullying have been ascertained.

**10.3.3** Teachers support all children in their class and establish a climate of trust and

respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Teachers also help to develop the resilience, self-esteem and confidence of children.

#### **10.4 The Role of Pupils**

**10.4.1** Children's views on bullying are important in the development of this policy. The views of children are ascertained individually, through discussions with their class teachers or with the school Governors and through the Mini Management Team.

**10.4.2** The children participate in activities to promote anti-bullying awareness such as our STAR week that focuses on 'Speaking Out and Staying Safe'.

**10.4.3** We believe that all our children:

- Have the right to attend school
- Have the right not to be afraid
- Should all feel happy and safe at school
- Should all be able to trust the staff to act on their behalf
- Should know the school's code of conduct about bullying
- Should be respected by other pupils and staff

### **SECTION ELEVEN – LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES AND WITH LEGISLATION**

11. 1 This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

#### **11. 2 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

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **SECTION TWELVE – SUPPORT AVAILABLE**

Further support can be accessed for pupils and parents.

Please see Appendix A for useful websites where further information may be obtained.

### **12.1 Support for Schools**

**12.1.1** Some, information and training can be accessed from the Attendance and Behaviour Service, the Advisory Service and by the Psychology Service.

#### **12.1.2 Kent Safe Schools (Now Known as project Salus)**

Project Salus offers practical help and support to schools wanting to involve pupils in actively tackling bullying.

### **12.2 Support for Parents / Carers and Children**

#### **12.2.1 Project Salus**

Some information for parents is available on the Project Salus website.

**12.2.2** Information, Advice and Support Kent (IASK) (formerly Kent Parent Partnership Service) KPPS' purpose is to inform and empower parents/carers on all aspects of educational need to help parents/carers make decisions that are right for their child. They can be contacted via their Helpline Telephone Number on 03000 41 3000.

**12.2.3** Posters advertising various anti-bullying and other children's charities (e.g. NSPCC) are displayed around school.

## **SECTION THIRTEEN – MONITORING AND REVIEW**

**13.1** This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

**13.2** We will review this Policy annually as well as if incidents occur that suggest the need for review. The school uses the guidance by the DFE, the Anti-Bullying Alliance and The Kent Safeguarding Children Board to inform our action planning to prevent and tackle bullying.

**13.3** This policy should be read in conjunction with the school's policies on Child protection, behaviour and discipline, racial equality and equal opportunities.

#### **SECTION FOURTEEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## APPENDIX A

### Websites offering useful support and information regarding bullying:

- 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)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.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)

### 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)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

### 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.stophateuk.org](http://www.stophateuk.org)

- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.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)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- 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: 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 be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)