

**We do not tolerate bullying at Theale Green School.**

At Theale Green School, we wish to ensure that all students of all characteristics have a secure and positive environment in which to achieve their potential. We actively promote a culture of belonging and respect, where every student feels they are known, understood and valued within our community.

As an inclusive and kind school, we expect students to speak out against any kind of bullying, prejudice or discrimination. The aim of these procedures and guidance is to ensure that no one is in any doubt that bullying is always unacceptable. We want to encourage an environment where independence and diversity is celebrated and individuals can confidently flourish and thrive.

Definition and Criteria of Bullying (based on the NSPCC Learning guidance)

- Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable
- Bullying can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying)
- Bullying can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse

- name-calling
- saying nasty things to or about a child or their family

Physical abuse

- hitting a child
- pushing a child
- physical assault
- taking, damaging or hiding belongings

Emotional abuse

- being unfriendly
- making threats
- undermining a child
- excluding a child from a friendship group or activities
- creating and spreading rumours

Cyberbullying / Online bullying

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name

Bullying / cyberbullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality. Bullying can also be classed as a form of Child-on-Child abuse and is a safeguarding issue.

Anti-Bullying and Prejudice Incident Guidance and Procedures

Incidents of bullying that occur both within school, within the community and online will be addressed using our 5-step anti-bullying escalation ladder.

Anti-Bullying Escalation
Scales of response and staff responsibilities

Level	Behaviour	Response
Level 1 – Minor Fall-Out	A fall-out between friends.	<ul style="list-style-type: none"> Tutor or Pastoral Support Manager supports students in resolving the issue within school.
Level 2 – Unkind Behaviour	Unkind comments, exclusion, or discomfort caused in person or online.	<ul style="list-style-type: none"> Pastoral Support Manager addresses the issue with students. Head of Year is informed.
Level 3 – Persistent Unkindness	Ongoing unkindness or disrespect, no improvement despite intervention, repeated involvement of same student(s).	<ul style="list-style-type: none"> Pastoral Support Manager intervenes. Memorandum of Understanding signed. Head of Year informs parents and begins monitoring.
Level 4 – Serious or Prejudiced Abuse	Sustained or serious abuse, including prejudice-based behaviours, verbal or physical abuse.	<ul style="list-style-type: none"> Head of Year leads. Incident logged on safeguarding system. Sanctions may include RFL, loss of free time, detentions, and parent meetings. Leadership Team informed and issues a final “Cease and Desist” warning.
Level 5 – Significant or Ongoing Harm	Ongoing serious abuse or a significant harmful incident.	<ul style="list-style-type: none"> Leadership Team leads. Possible sanctions: RFL, suspension, police and/or social care involvement.

Incidents of racism, sexism, homophobia, prejudice, gratuitous verbal abuse, physical abuse and sexual abuse will be treated as Stage 5 incidents and may result in isolation, suspension or possible police involvement.

Even in a school with a positive and respectful culture, students may still exhibit anti-social behaviour.

Theale Green School staff therefore receive regular training and are encouraged to be vigilant of the following symptoms:

- Items of clothing lost or damaged
- Student may become withdrawn and reluctant to say why
- Reduction in educational attainment
- Reluctance to attend school
- Absenteeism
- Money goes missing or needs to be borrowed
- Comments from others are perceived as hurtful
- Displayed challenging behaviour could be the result of intimidation or enforced isolation from others

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Staff are also made aware that certain times of day or parts of the school may make students feel more vulnerable. For example:

- transition time
- on buses
- in toilets
- during lunch time
- changing rooms
- walking to and from school
- where access to computers is allowed

Cyberbullying and the Law

Cyberbullying may be defined as the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature.

Children may be reluctant to admit to being the victims of cyberbullying and it can take a number of different forms:

- Threats and intimidation
- Harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages)
- Sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones)
- Vilification / defamation
- Exclusion / peer rejection
- Impersonation
- Unauthorised publication of private information / images
- 'Trolling' (abusing the internet to provoke or offend others online) It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However, it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations.
- Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence, so it is important the victim saves the information.



Education Law and Cyberbullying

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off the school site. The Act also provides a defence for staff in confiscating items such as mobile phones from pupils. This is a whole school policy which also applies to Page 2 of 5 the Early Years Foundation Stage and Boarding Version 1.9 September 2021 Civil and Criminal Law Civil & Criminal Law.

There is not a specific law which makes cyberbullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Act (2003) Obscene Publications Act (1959) and Computer Misuse Act (1990).

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home.

Here are some parents/carers might like to try:

www.thinkuknow.co.uk/parents

www.saferinternet.org.uk

www.childnet.com

www.anti-bullyingalliance.org.uk

www.nspcc.org.uk

www.digizen.org/

There are also several DfE publications that are recommended:

- DfE Advice for Parents on Cyberbullying
- DfE The use of social media for on-line radicalisation

Advice for Students

If you are being bullied, or you know someone else who is being bullied, please tell a member of staff straight away and we will talk the situation and possible actions that can be taken through with you.

We all have a responsibility to make sure that bullying is not allowed to continue in our school. Reporting the incident is morally responsible.

Who can you talk to?

You can report a bullying incident to any member of staff but the key people to talk to are

- Your Form Tutor
- Your Trusted-Adult
- Your Head of Year
- Pastoral Support Manager
- A member of the Senior Leadership Team
- Any of your classroom teachers

If you are worried about a face to face conversation and want to reach out to a member of the safeguarding team and report an issue at **ANYTIME including during school holidays**, whether you are a student, parent or staff member please email speakup@thealegreen.w-berks.sch.uk



Anti-Bullying and Prejudice Incident Guidance and Procedures

What happens next?

The Pastoral Leadership Team will ensure that the incident is appropriately logged and investigated to establish a version of events which is as accurate as possible. Students involved may be removed from lessons whilst the matter is investigated, either to the RFL or an appropriate safe space (Inclusion/SFL/Pastoral Support Managers' office).

Every effort will be made to resolve the problem through talking to both parties. Restorative Justice will often be used by either the Head of Year or the Pastoral Support Manager to move the situation forwards. Education for the perpetrator of negative comments and behaviours will always form part of any action taken by the school.

Parents of both bully and victim will be informed of what has happened and how it has been dealt with in school.

If the bullying is of a very serious nature, then a member of the Leadership Team may decide on an appropriate sanction.

We are dedicated to continually reviewing and updating the support and guidance provided to all members of our community and value the input from parents/carers and students to underpin our processes. We explicitly teach the pro-social behaviours we wish to see our students using and link these directly to our School Values and ALET Attributes detailed below. Our academic year always closes with our "Summer of Respect" initiative, that runs throughout Term 6 to celebrate Diversity Week, Pride Month, Disability Pride Month and further unite us as a community, with events such as our "chalk-off", Sports Day and "Rainbow Day".

Throughout the year you will be provided with opportunities to share your thoughts, views and opinions on Anti-Bullying and Respect at Theale Green School. We are a listening school.

Advice for Parents/Carers

If you think that your child is being bullied, please inform their Tutor, Head of Year or Designated Safeguarding Lead (DSL) @ mtottman@thealegreen.w-berks.sch.uk or send an email to speakup@thealegreen.w-berks.sch.uk

Please reassure them that that we will deal with the matter sensitively but firmly. If your child tells us that they are being bullied, or we find out that they are bullying others, we will contact you and discuss with you how the situation can be improved and the actions that the school can take. Please see "Advice for Students" and our 5-Step system in regards to what happens after a disclosure is made.

Cyber bullying, stories about cyber bullying, online safety, or more specifically online danger, are hard to avoid. The Internet and new communications technology, like all environments and media, can be used and abused. Thankfully the positive aspects far outweigh the negative - however you can take a few simple steps to help make your child's online experience as safe as possible and protect them from cyber bullying.

- Encourage them to tell you if they come across any sites that could cause offence or pose some kind of danger.
- Check privacy settings on social media (for example, Instagram, WhatsApp, Tik-Tok and Snapchat) and look at who has access to your son's information online.



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- If you do catch them on a site that you think is unsuitable, don't assume that they made the choice to go there. It's not that hard for a determined webmaster to "disguise" a website to catch innocent visitors.
- If you feel unsure about the technology, why not try an IT or Internet evening course? Have a look at LearnDirect (<http://www.learndirect.co.uk/>) or the online BBC Webwise (<http://www.bbc.co.uk/webwise/>) site.
- Look in the Help menu of your browser for Security - you can, to a certain extent, restrict what sites and downloads your children can access.

Rather than go into great detail here, there are a number of useful sites and resources that will give you more specific and detailed advice:

- Kidscape has an excellent anti-bullying website with a specific section on cyber-bullying (<http://www.kidscape.org.uk/parents/index.asp>)
- The DFE has produced extensive guidelines on cyberbullying (<http://www.kidscape.org.uk/assets/downloads/dcsfcyberbullying.pdf>)
- For advice on chat-room safety have a look at Chatdanger (<http://www.chatdanger.com/>)
- www.thinkyouknow.co.uk has some straight-talking advice on many aspects of online safety with a section aimed specifically at parents.

You can also report incidents of abusive emails and inappropriate sites to your Internet Service Provider (ISP). Each ISP should have an Acceptable Usage Policy (AUP), outlining their responsibilities to customers, as well as terms and conditions for people holding accounts with them. Kidscape has a page for children and young people outlining some of the points made above, together with a link for advice on reporting harassment on social media.

Advice for Theale Green Staff

It is important that we create an atmosphere in school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concerns.

Please stress that students should also tell the school about any bullying which takes place out of school hours. Not telling protects the bully or bullies, and gives the message that they can continue, perhaps bullying others too.

If you think that bullying is occurring, talk to the student(s) concerned and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the Tutor or Head of Year via Class Charts and/or EDUKEY (Child-On-Child abuse and Prejudice Incidents).

If you feel unable to talk to the students concerned directly refer to the Pastoral Leadership Team via plt@thealegreen.w-berks.sch.uk

Bullying is a safeguarding concern and therefore needs to be prioritised. Be professionally curious. If a young person is reluctant to make a disclosure or you have overheard or seen something, report this on Class Charts or EDUKEY.

Ensure that the Head of Year and Pastoral Support Managers are alerted to the incident. The Pastoral Leadership Team (PLT) will ensure that the incident is appropriately investigated to establish a version of events which is as accurate as possible. Students involved may be removed from lessons whilst the matter is investigated, either to the RFL or an appropriate safe space (Inclusion/SFL/ Pastoral Support Managers' office).

Anti-Bullying and Prejudice Incident Guidance and Procedures

It is important to make it clear to the victim that this is not their fault and that revenge is not appropriate. The bully needs to understand that their behaviour is unacceptable, has caused distress and will have consequences.

Anti-Bullying Escalation

Scales of response and staff responsibilities

Level	Behaviour	Response, Staff Responsibilities
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Level 5 – Significant or Ongoing Harm	Ongoing serious abuse or a significant harmful incident.	<ul style="list-style-type: none"> Leadership Team leads. Possible sanctions: RFL, suspension, police and/or social care involvement.

Every effort should be made to resolve the problem through talking to both parties. Restorative justice will often be used and administered by either the Head of Year or the Pastoral Support Manager. Education for the perpetrator of negative comments and behaviours will always form part of any action taken by the school. Parents of both bully and victim will be informed of what has happened and how it has been dealt with in school.

It is vital that everything that happens is carefully recorded in a clear and factual way on Class Charts or EDUKEY (for more serious incidents of Chil-on-Child abuse or prejudice), to enable staff to provide a clear account to parents and other agencies involved.

If the bullying is of a very serious nature, then a member of the Leadership Team may decide on an appropriate sanction. A student may face internal isolation, suspension from school and/or steps may be taken to reduce the level of contact between victim and bully within school.



Anti-Bullying and Prejudice Incident Guidance and Procedures

Repeated bullying behaviour will not be tolerated at Theale Green School and will result in a formal meeting with senior staff and escalated sanctions. If the bullying continues and restorative justice has not worked, then more severe sanctions and intervention will follow, almost certainly involving outside agencies (Inclusion and Reintegration Team, Early Help, Social Care, CAMHS, Police).

You need to be aware of your own unconscious bias. Bullying behaviour and prejudice related incidents should never be seen as simply “part of growing up”, “banter” or “boys being boys”.

We need to be particularly vigilant at breaks and lesson changeover times. Staff need to be visible around the corridors between lessons and breaks as well as monitoring the field and toilets during duty slots. Lesson changeover and break times are where victims are at their most vulnerable and bullying is not easily seen.

Where bullying involves child protection issues, it should be understood that this information will need to be shared with the appropriate external agency. Students making such disclosures will need to be made aware of this fact.

Guidance and Procedures – Prejudice Incidents including Sexual Harassment and abuse

Aims of the guidance:

- Ensure all staff know what prejudice incidents including ‘sexual harassment’ and “sexual abuse” are and understand the experience and actions of our students in our school context.
- Describe how we are developing a whole-school approach so that students understand what prejudice behaviour, including sexual harassment or abuse is and the issue of consent and the law.
- Develop confidence in the systems that empower victims to report incidents of prejudice and ensure the right support is in place for victims.
- Ensure staff know what to do when dealing with disclosures of prejudice incidents, including sexual harassment or abuse.
- Describe the curriculum in place to support students’ knowledge and understanding of prejudice, including sexual harassment and abuse

What is a prejudice incident?

Unwanted, negative or offensive comments being made as a result of gender, sexuality, disability, race, religion or belief. Behaviours, attitudes and language that are perceived as prejudice. This may be conscious or unconscious.

- Racism
- Islamophobia
- Homophobia, Transphobia, Gender Questioning intolerance and LGBTQ intolerance
- Sexism- This includes image based sexual harassment and abuse
- Victimising someone with a disability or health condition

What is sexual harassment and abuse (including online)?

Sexual harassment is ‘unwanted contact of a sexual nature’ that can happen in person or online. Sexual harassment is likely to violate a person’s dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making sexual remarks, calling someone sexualised names, sexual ‘jokes’ or ‘banter’
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes, unwanted touching
- Taking pictures underneath someone’s clothes or when someone is in a state of undress (upskirting/”bagging”- pulling down shorts/taking pictures over toilet cubicle walls etc.)
- Online sexual harassment, such as: non-consensual sharing of sexual images/videos, sexualised online bullying, being sent unsolicited sexual comments and pictures including on social media, non-consensual creation or distribution of sexual images, sexual coercion or threats (called image-based sexual abuse, IBSA, or “sextortion”).

Although sexual harassment can happen to anyone, it is reported as happening much more frequently to girls than boys, as well as to members of the LGBTQ+ community.

Whole-school approach

We want to make sure our students feel safe from prejudice, harassment and abuse in school, knowledgeable about equality, diversity and inclusion and their rights and the law, respectful about how they communicate with and share information about others, particularly online, and empowered to behave empathetically and supportively when they witness prejudice happening to others.

We support students in this area by:

- Ensuring our policies are relevant, updated and communicated widely.
- Linking our school value of “Respect” to our Safeguarding strategy (Speak Up Speak Out), anti-bullying procedures and Respectful Behaviours Manifesto.
- Delivering a comprehensive and responsive Relationship Sex Health Education curriculum that is updated to reflect these issues and those that occur within our school context.
- Supporting the reporting of incidents and investing in our pastoral care system to support victims.
- Ensuring our whole school systems and expectations, such as our uniform expectations, are appropriate and promoted in the right way to avoid perpetuating stereotypes and judgements.
- Staff training and guidance to help them support students.

Digital defence: what we teach

Digital defence is a term used to describe a facet of digital literacy which educates young people on how to navigate online platforms and digital devices safely and effectively. It can include aspects of digital literacy related to privacy settings, reporting and blocking other users, identifying and addressing issues of online prejudice including sexual harassment and recognising misinformation. As is now commonly good practice in most schools as part of digital defence, senior leaders should ensure curriculum covers:



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- Using technology including learning how to use and manage social media apps and web platforms.
- Online privacy (data protection) including how to use privacy settings on their most used platforms (e.g. Instagram, Snapchat, Tiktok).
- Digital defence strategies, such as reporting, blocking and being aware of the Internet Watch foundation, CEOP and Revenge Porn Helpline.
- Being a bystander: providing young people with an understanding of what they could do if they witnessed someone being harassed or bullied.
- Identifying the potential dangers of sexting and image-sharing. Describing the consequences of sexting, image-sharing and the legal consequences for those breaking the law. Explaining both long- and short-term consequences of sexting and image-sharing and analyse why the age of consent for sex differs from consent to sexting.
- Identifying the ways people contrive online personas and the effects this can have on both our self-esteem and that of others. Explaining why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media. Understanding why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health.
- Recognise the consequences of too much screen time and the ways this can impact upon mental and physical health. To describe the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation. To explain why too much screen time can damage our brains and whether screen time can have positive affects if enjoyed in moderation.
- Being aware of the ways an online groomer will try to exploit someone. To describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else. Explaining why online groomers may use these particular methods and what the consequences for the vulnerable person could be.

Relationship Sex and Health Education: what we teach

Students have dedicated RSHE lessons weekly in years 7 to 13. In these sessions we aim to support students to understand all forms of prejudice behaviour on and offline within the context of:

- Consent - the idea of it being our responsibility to get consent, the need for freely given, enthusiastic consent which can be withdrawn at any time.
- Respectful relationships - that digital interactions must also uphold the staples of healthy relationships: fairness, equality, trust and honesty. For instance, that sharing a nude of someone without their consent would be a very clear breach of trust, lack of respect, and not a healthy relationship. Students should understand that these notions of consent and respectful relationships apply to all types of relationships - friendships and family relationships as much as intimate relationships.
- Human rights – the idea that all individuals have a right to fairness and to having their privacy respected.
- The Equality Act and Hate Crime- Students explore the equality act and develop an understanding of how racism, sexism and homophobia/transphobia/LBTQ prejudice all link to hate crime.



Anti-Bullying and Prejudice Incident Guidance and Procedures

Safeguarding: dealing with incidents

All staff are required to be familiar with the definitions and examples of prejudice incidents and online sexual harassment outlined in this guidance, and to support the school in its efforts to eliminate all kinds of prejudice behaviour including sexual violence and abuse.

They are also required to report any information about any form of prejudice abuse or potential instances of it through EDUKEY. This enables the Designated Safeguarding Leads to be made aware of every case of potential abuse, so that all concerns can be appropriately logged and form part of a broader overview.

Staff should be aware that the police require to be informed of any incident which might constitute a hate crime, here meaning any message, image or film which appears to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability; and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender. The School will always follow the advice of the police or local authority. The school will also report any incidents of sexual abuse to the police and local authority and take advice from the local authority and police regarding incidents of sexual harassment both in person and online, including sharing nudes and semi-nudes.

When the School is dealing with instances of prejudice abuse including online sexual harassment internally, it will provide support for the victim. Theale Green has a zero-tolerance approach to prejudice incidents. These will be logged as safeguarding concerns and dealt with using both restorative approaches and behaviour sanctions, such as time spent in the RFL or suspension.

Our response to the perpetrators of prejudice abuse, including sexual violence and harassment of females on-line, will include use of our sanctions system when incidents happen within school and will also always include an educational response to ensure that the harms of their behaviour are understood by the perpetrator. However, we will use a nuanced approach that listens carefully, takes the views and wishes of the victim into account, and balances the risks when considering next steps. Therefore, as a school we continue to work closely with other schools in our trust and within the wider community, to ensure our students are held to account for their actions.

The school may seek general (not pupil-specific) advice from the UK Safer Internet Centre professionals' online safety helpline.

Staff should be aware that "just turn it off!" is rarely helpful advice to offer a young person and recognise the overlap between online and offline social life experienced by young people. We will educate our students in ways to manage online life and mitigate risks.

Staff should be able to offer students guidance on who to contact if they believe they are experiencing prejudice abuse including online sexual harassment of any form, especially during periods of time away from school.

If or when the subject of racism, homophobia, gender questioning, sexual violence or gender and sexual inequality arise, staff should communicate to the students that these are serious problems and not undermine the impact and consequences of these issues and not put the child at further risk.



Anti-Bullying and Prejudice Incident Guidance and Procedures

The school, through the safeguarding and pastoral structures, will liaise with all parents to outline approaches to prejudice abuse, including online sexual harassment and the rationale for those approaches so that parents feel equipped and supported enough to work with school staff if issues arise with their own children.

All members of staff should be familiar with appropriate language and gendered harm.

Relevant policies:

- Anti-bullying policy
- Behaviour management: Standard operating procedures
- Citizenship and RSHE policy
- Keeping Children Safe in Education
- Safeguarding and Child Protection policy
- Online safety policy

Further advice and information on supporting diversity in schools

- <https://schoolofsexed.org/guidance-for-schools>
- <https://www.childrenscommissioner.gov.uk/report/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/>.
- [Gender Questioning Children - non-statutory guidance](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

The effectiveness of these Anti-bullying Procedures and guidance for Prejudice Incidents will be reviewed annually by the Leadership Team and the Local Governing Body, alongside the ALET Anti-Bullying Strategy. This will include analysis of bullying incident data, feedback from student and parent surveys, and staff evaluations. The outcomes of these reviews will inform any necessary updates to the guidance and procedures and ensure that our approach remains proactive, inclusive and responsive to the needs of our school community. These procedures should be read in conjunction with the following ALET policies: the Behaviour Policy, the Safeguarding and Child Protection Policy and the Online Safety Policy. Together, these documents form a comprehensive framework for promoting student welfare, safety, and respectful behaviour across all areas of school life.