



Sheepscombe Primary School



Anti-Bullying and Hate Policy

This policy was adopted at a meeting of:	FGB
Held on:	January 2020
Date to be reviewed	October 2021
Signed on behalf of the Governors:	<i>E Skinner</i>
Name of signatory:	Mrs Elisabeth Skinner
Signed by Head teacher	<i>V Barron</i>
Name of Head Teacher	Vicky Barron



Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) - Vicky Barron (Headteacher)

Deputy DSL - Tracey Lane

Safeguarding Governor - Lynsey Willis

Gloucestershire Safeguarding Children Board (GSCB) procedures

www.gscb.org.uk

This policy should be read in conjunction with:

Safeguarding and child protection policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/10/Safeguarding-Policy-2018.pdf>

Equal Opportunities policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Equal-Opportunities-Policy.pdf>

Accessibility policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/ACCESSIBILITY-PLAN-2017.pdf>

Behaviour policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/11/Behaviour-policy-Sept.pdf>

Medical, Health and Well Being Policy <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/12/Medical-Health-and-Well-Being-Policy.pdf>

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage 2017](#).



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1. Introduction

We take our definitions of bullying from the most up to date Gloucestershire Safeguarding Children's Board education handbook www.gscb.org.uk

<https://www.gscb.org.uk/im-a-child-or-young-person/bullying/what-is-bullying/>

The DfE state that, "a school's response to bullying should not start at the point at which a child has been bullied". At Sheepscombe School we aim to tackle bullying through prevention. We aim to create an environment of tolerance, kindness, safety and respect. Through our values based curriculum we teach about difference and tolerance. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole community and are reinforced by staff.

Our anti bullying policy applies to all children in our setting , including those in EYFS (Early Years Foundation Stage) and in our Little Lambs nursery . It is compliant with the requirements of the EYFS statutory framework.

Other actions that are be taken to prevent bullying within our setting include:

- Sheepscombe School have combined PSHCE (Personal Social Health and Citizenship Education), RHSE (Relationships, Health and Sex and Education) , the PiNK curriculum and SMSC (Spiritual Moral Social and Cultural) Education. We have a subject leader who leads this aspect of school life along with the Head teacher. We also work closely with the GHLL and the NSPCC who deliver workshops in our school and follow guidance in the PiNK curriculum.
<https://www.ghll.org.uk/>
<https://www.ghll.org.uk/pink-safeguarding-curriculum/>
- The school curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions e.g.



Gender, identity and tolerance: preventing homophobic and transphobic bullying; preventing bullying of pupils from different types of families (e.g. same sex parents); avoiding anti-gay or anti-lesbian derogatory language; Gender identity - there isn't such a thing as a typical girl or a typical boy; Understanding and acceptance of others different than us, including those with different religions.

Keeping Safe: E-safety (Facebook and internet); personal safety (out and about); How to respond to an emergency; Sexting - what is it, is it illegal and how to take control and stay safe. Appropriate assertiveness.

Emotional well-being: Where to go for help if you, your friend or family member is struggling with emotional well-being/mental health problems? What are the signs someone is struggling? What makes you feel good; How to look after you own emotional well-being; Personal strength and self esteem; Stress management; Self harm and suicide prevention. Being happy!

Relationships: How to make and maintain friendship; family relationships; different types of families; abusive relationships (teenage relationship abuse curriculum for the GHLL team)

- We teach traditional British values through the curriculum: democracy, rule of law, respect for others, liberty, tolerance of those with different faiths and beliefs and promotion of 'Britishness'.
- We include opportunities across the curriculum equip pupils with the skills they need to stay safe from harm and know whom they should turn to for help. The school council is involved with the writing of the child friendly version of the anti-bullying policy.
- We include regular consultation with children e.g. through the student council, pupil questionnaires and involvement in anti-bullying week and other such events.
- We ensure that all children know there is always an adult in the SHEEPSCOMBE SCHOOL whom they can approach if they are worried or in difficulty.
- We encourage self-esteem and assertiveness through the curriculum whilst not condoning aggression or bullying.

Sheepscombe School is intent on preventing any bullying incidents and we will deal with them effectively if they arise.

We also reflect the recommendations in the Gloucestershire Anti-bullying charter which was created by the Youth Parliament who say that that schools should have an environment that promotes the safety and well-being of young people and also provides support for bullies and the bullied.

The DfE also acknowledge that successful schools will work with other agencies, schools and the wider community to tackle bullying that is occurring outside of school (Preventing and tackling bullying 2014).

2. Rationale

Sheepscombe School is committed to providing a caring, friendly, safe and inclusive environment for all of our pupils and our staff so they can learn and teach in a relaxed and secure atmosphere. We



promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics¹.)

As bullying in any form would compromise the ethos of our school we understand the importance of preventing it when possible and dealing with it firmly and consistently.

The aim of this policy is to define bullying and help staff and parents recognise their responsibilities and have clear guidance about what to do if bullying was to occur. It will demonstrate that:

- We recognise that bullying behaviour can occur in any work place or school.
- We aim to prevent incidents of bullying in our school.
- We understand that victims of bullying behaviour need to know what to do when/if it occurs.
- We understand that victims of bullying behaviour often become perpetrators of bullying.
- We recognise the damage to self-esteem and emotional well-being that bullying behaviour can incur.
- We recognise that a pupil who is being bullied does not have equal opportunities

Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling School and we encourage children to seek help. This means that anyone who knows that bullying is happening is expected to tell the staff.

We teach children and adults to follow our Ask, Tell, Fetch rule when they see any type of unkindness as well as any situation that could be classed as bullying :

Ask them to stop.

Tell them to stop

Fetch help from someone you trust.

3. Consultation

Sheepscombe School has consulted pupils, staff and governors in the preparation of this policy. The policy is available on the website and parents have been notified. The children have also developed their own version of this policy in 'child friendly' terms, this is also available on the website. Any of our website policies are available in hard copy from the school office.

We have also taken particular regard to the DfE documents:

¹ As defined by the Equalities Act 2010 (see Appendix 3 on page 9 of this policy)



'Preventing and Tackling Bullying' 2014

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf,

The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

Keeping Children Safe in Education, 2019.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

This policy is linked to the Acceptable Use Policy, Equal opportunities policy, Accessibility policy, Health and wellbeing policy and the Safeguarding and Child Protection policy.

The Head teacher has the responsibility of monitoring the bullying incidents and ensuring that the anti-bullying policy is implemented.

4. Anti-bullying and the Equalities Act 2010

The Equalities Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, local authorities, schools and Academies, and extends to certain protected characteristics - **race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment**. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations between people who share a protected characteristic and those who do not.

This anti-bullying policy and the procedures and values that sit with it help us to meet the requirements of the Equalities Act 2010. The issue of bullying motivated by prejudice is a particularly sensitive issue. Although the relationship between one pupil and another is not within the scope of the Act schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The Department for Education has published specific guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. This is available here. <https://www.gov.uk/bullying-at-school>

5. What is Bullying?

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is based on an imbalance of power."

We teach our children that bullying is something that happens Several Times On Purpose (STOP).

Bullying can take many forms (for instance, cyber-bullying via text messages, sexting or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, Gypsy



Roma and Traveller, religion, gender, sexual orientation such as lesbian, gay, bi-sexual, and trans-gender, or because a child is adopted or has caring responsibilities.

Bullying may be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case." (DfE October 2014).

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.

Bullying results in pain and distress to the victim. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures. Racial minorities can be targets of bullying
- Sexual: unwanted physical contact or sexually abusive comments, including on-line contact and sexting or encouraging a sexting response.
- Homophobic, lesbian, gay, or bi-sexual bullying because of, or focussing on, the issue of sexual orientation. Anti-gay or anti-lesbian language is unacceptable and anti-gay or anti-lesbian language will be challenged even if not directed at an individual.
- Transgender bullying: **Transgender** means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them. This might be something they are bullied for. (See appendix 1 for more information on transgender issues).
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Religious bullying related to religious beliefs (or lack of religious beliefs) and practices
- Cultural bullying related to cultural beliefs and practices
- Cyber bullying: All areas of internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities, including sexting and encouraging a sexting response (see appendix 2 for more information on cyber-bullying).
- Bullying due to special educational needs and/or disabilities (SEND)
- Bullying related to appearance of health conditions
- Bullying related to home circumstances e.g. children in care, children from same sex families.

Within our school we do not tolerate bullying in any form and will respond in accordance with this policy.



6. Prevention as the main defence

We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.

An anti-bullying approach is embedded in all aspects of pupil learning and school life. The emphasis is very much on prevention and this forms part of both our formal PSHCE curriculum, as well as our more informal learning, through general expectations of behaviour and a caring and supportive school environment.

Some specific approaches we take towards the prevention of bullying in our school are:

- Educating children and adults about bullying - help them to understand why it is so damaging and unacceptable through assemblies, PSHCE lessons, National Anti-bullying Week, SEAL and through circle-time discussions and by using non-bullying methods of teaching and class management.
- Promotion of equality and celebration of difference - pupils take part in regular learning sessions with specific aims of promoting both equality and difference. These may be whole school assemblies with general messages for all or more specifically aimed within classes. The planned scheme of work for PSHCE also includes both specific sessions on equality and similarities and differences, as well as these messages being inherent in all aspects of PSHCE and the curriculum as a whole.
- Development of 'Child Friendly' guidance on bullying in conjunction with School Council who represent the voice of the child
- Staff Training - All staff will receive training on the identification, prevention and management of bullying. Procedures for dealing with a bullying incident will be discussed at a staff meeting. The policy will be discussed with, and distributed to, all new staff.

7. Reporting and Recording incidents

- Incidences of bullying are often complex and need to be dealt with appropriately, firmly and sensitively. Children should feel that they can approach an adult, usually their class teacher, but it could be any adult in the school with whom they feel comfortable.
- Time will always be made to listen to pupils who feel that an incident of bullying is taking place either to themselves or to somebody else.
- If the time and place is inappropriate for the issue to be discussed, then it should be referred on to another available member of staff if the child feels happy with this. Alternatively, time will be made by the member of staff to address the pupil's concerns as soon as possible.
- Incidences of genuine bullying, in any of its forms, will always be reported to the Headteacher and they will be recorded on the school's reporting software 'MyConcern'.



In cases where parents believe either their own or another child is being bullied, they should always report their concerns to either the class teacher or the Headteacher.

- Reports of bullying will be shared with the child's class teacher as well as other members of staff, depending on the nature of the bullying and on who has been involved. Parents of both the victim, and the child or children taking part in bullying behaviour, will also be informed. This sharing of information will be done through discussion with the victim and with their consent.
- Reports of bullying incidences will be reviewed on a regular basis by the PSHCE Leader and the Headteacher, with a view to identifying ways of reducing such behaviour through specific interventions, for example, circle time activities with targeted groups of children; increasing levels of supervision of pupils if specific areas or times are identified as being more likely for bullying behaviour to occur

8. Responding to incidents of bullying

Response:

- Either the class teacher or Headteacher will meet with the alleged victim of bullying behaviour to discuss the events that have occurred and to reassure them that the problem is being taken seriously.
- Staff will respond sensitively when dealing with bullying issues surrounding special needs or difficult situations such as family problems.
- A written account of the incident/ incidents will be taken and uploaded to the school software 'MyConcern'.
- Where possible, any witnesses to the alleged behaviour, including the child suspected of bullying behaviour should be asked individually to give their account of the incident.
- Staff will help to provide an opportunity for the bullied child and the perpetrator/s to discuss the events and behaviours that have taken place and to help reconcile pupils if possible.
- Appropriate restorative processes will be encouraged wherever possible. These will encourage the bully to take responsibility for their actions, emphasising the effect their behaviour has had on the victim. Staff will encourage the bully to come up with ways in which they can stop their bullying behaviour and make amends with the victim.
- Appropriate sanctions and consequences will be given to children who have been involved in bullying behaviour. These will be dependent on the circumstances and on the children involved. These may include missing part of playtimes and/or missing out on special events that are happening in school
- The Headteacher will speak with both the parents of the victim and the perpetrator/s in more serious cases. This will be done as promptly as possible.
- The class teacher and Headteacher will monitor the situation to prevent recurrence of the behaviour and to ensure the victim feels supported.
- Should the bullying behaviour persist or recur, immediate action will be taken by staff. This will include informing parents of all the children involved and planned restorative approaches along with consideration of more severe sanctions, as appropriate. A decision will be taken as to whether an exclusion will be necessary. If an exclusion is required the exclusion process will be followed.

Support:



- Staff will support the bullied child. This may include providing planned times for the child to talk to a member of staff about how things are going; targeted circle time activities; help and support with friendship group issues.
- Staff will also support the child or children who have been involved in bullying behaviour. This support may take a similar form to that of the bullied child but also include discussions about reasons for their bullying behaviour and alternative ways of behaving.
- Those children who have been witnesses to bullying will also be given support. For those witnesses who have come forward and given information about bullying incidents, praise and rewards for their courage will be given. For those who have been reluctant to give information, discussions about the implications of this will take place.

9. Signs and Symptoms of Bullying

Children and young people who are bullied do not feel very good about themselves and sometimes think it is their fault or that they deserve to be bullied. Alternatively, they can feel angry. Children and adults can feel helpless, frightened, and desperate.

A child or young person may indicate by signs or behaviour that he or she is being bullied. **Adults should be aware of these possible signs and that they should investigate if a child/young person:**

- is frightened of walking to or from lessons (if out of the home)
- doesn't want to go on the public bus
- changes his/her usual routine
- has changes in moods
- is unwilling to go to out of the home
- begins to not attend teaching sessions
- runs away
- says he/she is feeling unwell e.g. stomach aches
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in academic work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone



- is nervous & jumpy when a phone message or email is received

Persistent Bullying can result in:

- Depression
- Low Self-Esteem
- Shyness
- Poor academic achievement
- Truancy
- Isolation
- Threatened or attempted suicide
- Self Harm

We know that bullying can occur between:

Young Person - Young Person

Adult - Young Person

Adult - Adult

Young Person - Adult

Therefore we teach children about this.

Anyone and everyone who is involved subjected to, involved in or who witnesses bullying is affected by it. Parents/carers, carers, siblings and friends are affected when a member of their family is being bullied.

There are different roles within a bullying situation:

- Victim
- Perpetrator
- Observer/witness

If someone is a witness or an observer it could be argued that they are condoning what is happening if they do not highlight the situation. Many bullies will not persist unless they have an audience to play to. Bullying has a "ripple effect" and whilst the victim might be at the centre of it, the impact upon others is sometimes devastating

10. Vigilance and care in regards to Bullying issues

The Every Child Matters Agenda aim is that *every* child should have the support they need to stay safe and enjoy and achieve. Every member of staff at Sheepscombe School must be vigilant in the prevention and recognition of bullying, and in their response to bullying if it occurs.

Young people do sometimes tell us about bullying that has happened outside of school. Sometimes previous bullying has impacted mental health and self-esteem. As a school it is important that we help young people deal with any bullying issues and we should be aware of the issue. We are therefore committed to helping pupils with our school build confidence, self-esteem, resilience and an awareness of what to do if they face any form of bullying.

11. Responses to incidents of hate crime



If any incident of bullying is perceived by the victim, or any other person as being motivated by prejudice on the grounds of disability, race, religion/belief, sexual orientation, trans-identity, age, pregnancy, gender, marriage or civil partnership, we will record it as a Hate Incident' and report it in a section 175audit, including the specific category.

Schools can only investigate incidents of bullying they know about. SHEEPSCOMBE SCHOOL staff can assist in supporting a young person by speaking to parent parents/carers or young person feels uneasy about doing so and with their permission.

12. Procedures for responding to an incident of Hate Crime

Procedures are as follows whether relating to staff or pupils:

- All complaints will be listened to and taken seriously
- Further investigation will be thorough and will involve the Head teacher who is also the DSL or will involve the Deputy DSL
- Written accounts will be taken prior to further discussion of the incident by the parties involved and kept in the incident file under hate crime
- Hate Crimes will be specifically identified and recorded as such in a Section 175 audit. For further information or support with this please contact either:
Rebecca.Richardson@victimsupport.org.uk (County Hate Crime Coordinator) or
[Steph.lawrence @gloucestershire.pnn.police.uk](mailto:Steph.lawrence@gloucestershire.pnn.police.uk) (Police Hate Crime Coordinator)
- Action will be decided upon by the Head teacher together with the Sheepscombe School deputy DSL and senior teaching staff
- We will involve the Police if it is appropriate. The bullying behaviours or threats of bullying must always be investigated and the bullying stopped as quickly as possible.
- The support of the parents/carers of those involved will be sought by the Head teacher
- Mediation is a technique that may be used following the investigation. If possible, the pupils will be reconciled. The bully (bullies) may be asked to genuinely apologise
- The victim of bullying will be provided with support if required please see our offer of early help <http://www.sheepscombeschool.co.uk/early-help/> and our safeguarding and child protection policy and procedures) <http://www.sheepscombeschool.co.uk/wp-content/uploads/2018/10/Safeguarding-Policy-2019.pdf>
- One option is a referral to a Primary Mental Health worker through the Early Help Pathway.
- The Bully will be offered help to change their behaviour.
- After the incident / incidents have been investigated, recorded and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- The Head teacher will be responsible for co-ordinating any reported incidents and analysing any emerging patterns. The Head teacher will then feedback to the staff any action points arising.
- Bullying can be a criminal matter, involving e.g. offences of theft, criminal damage, assault or harassment or hate crimes. We may involve the police in such cases.

Consideration will be given to the safety of all parties involved.

13. Early Intervention



In all cases of bullying or suspected bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It may be necessary to explain to a particular pupil that his/her behaviour is causing concern. Suggestions on how it could be modified would be made. Prevention is always better than cure.

This policy will be reviewed annually with pupils, staff, governors and parents/carers of the current cohort.

14 Appendix 1

What does Transgender mean?

Transgender people have a way of expressing themselves, describing their gender, or gender identity (Knowing that you are a boy or girl) that doesn't always fit society's rules- that boys are boys and girls are girls.

What is Transgender?

Transgender, or **Trans**: means someone whose gender differs from the one they were given when they were born. Transgender people may identify as male or female, or they may feel that neither label fits them.

Transition: In order to express their chosen gender, transgender people may transition, or change, from the gender they were given at birth. They may change their names, pronouns or style of dress. Some transgender people also choose a medical transition, with the help of medical specialists, who will prescribe hormones and/or surgery.

Transsexual: a person who lives in a different gender to the one they were given when they were born. For example, someone who was called a 'boy' when they were born may feel very strongly that they are really a girl. They would be called a trans woman. If someone was labelled a 'girl' at birth, and they later realise that they are male, they would be called a trans man.

Gender Identity: a person's internal feelings, and the labels they use, such as male, female, or transgender.

What does Gender mean to you?

Young people have lots of different experiences of gender:

- For some, being male or female is something they don't think about, it's automatic.
- Other young people feel pressure to measure up to what's expected of them as male or female.
- Lesbian, gay, and bisexual young people may be taunted and told that the only way to be a "real man" or a "real woman" is to be heterosexual/straight. This is unacceptable and is bullying.
- Some young people feel that male or female are labels that don't work for them.
- Other young people can feel like they want to change the gender they've been living in during their childhood.

Is Gender a Box?

In our society, there's lots of stereotypes of how boys and girls are supposed to be:

- Many people act like boys and girls are opposite to each other - completely separate and



different.

- Some people say that boys are supposed to like sports.
- Girls can be expected to like pink and have long hair.
- Girls and boys can be encouraged to go into certain types of jobs and not others.

Lots of us find ways to step outside these gender boxes, by wearing different clothes, liking different music, or doing a job that's outside the norm. Transgender people are also dealing with these gender boxes. Some people feel like they don't fit at all into the male or the female box, they might call themselves transgender. Some other people want and need society to be open when they completely change to the 'opposite' gender (transsexual people).

Note: Gender identity and transgender are different from sexual identity such as lesbian, gay and bisexual. Sexual identity is about who you are attracted to; gender identity is about how you identify as male or female.

15. Appendix 2

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying includes sexting and encouraging a sexting response from others.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International: <http://www.childnet.com/>

16. Appendix 3

Equalities Act 2010

The Equalities Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. Simplifying legislation and harmonising protection for all of the characteristics will help Britain become a fairer society. Everyone in Britain is protected by the Act.

The "protected characteristics" under the Act are (in alphabetical order): **Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender) and Sexual Orientation.**

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or is associated with someone who has a protected characteristic.