



**TAUNTON
SCHOOL**

SNR.025 Anti-Bullying and Cyber Bullying Policy

Overview

This policy has due regard to the following documents:

- **DFE Advice 'Preventing and Tackling Bullying'**
- **Keeping Child Safe in Education**
- This policy has been compiled with reference to National Minimum Standards (Boarding Schools)
- Somerset Children Social Services advice
- Independent Schools Standards Regulations which incorporate The Equality Act 2010

The policy should be read in conjunction with the Schools' Child Protection and Safeguarding Policy and with the School's Behaviour Policy (with particular regard to the Introduction Document)

Aim

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act, 2010. This includes harassment or victimisation of a student in relation to admissions and the way the school provides education for students.
- Advance equality of opportunity and foster good relations
- Make the school a 'home from home' in which respect, tolerance, inclusion and kindness are core values
- Ensure there is a pro-active approach to education (in line with government guidance around RSHE)
- Ensure that staff are trained and understand their safeguarding duties eg we adopt a zero tolerance approach to sexual violence and sexual harassment: see the separate school safeguarding and child protection policy for more detail
- Promote diversity and create a culture of inclusion
- Promote student voice to ensure there are increasing opportunities for our approach to be pupil centred thereby allowing the school to consistently make decisions which promote the wellbeing of all young people all the time
- To understand that bullying sits within a wider safeguarding context of 'peer on peer abuse'. Please see the school's safeguarding policy for more detail.

Bullying

Bullying is known to have caused psychological damage and suicides and we take our role in preventing bullying, and acting on it, very seriously. This policy should be read in conjunction with the Child Protection (Safeguarding) Policy.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be defined by the victim and not by the perpetrator eg the perpetrator may argue that their actions were just 'banter' and that similar comments and actions were received and accepted by other students as such. However, if the victim or advocate has clearly pointed out that they do not like the behaviour of the perpetrator and ask

them to stop but the comments and actions continue then the school may view the behaviour as bullying.

It can take many forms including:

- a) Physical (e.g. hitting, abuse of property, initiation ceremonies)
- b) Emotional (e.g. wilful isolation or exclusion)
- c) Verbal or written abuse (e.g. name calling, prejudice-based language, text messages, emails, comments or photographs on social networking sites – see combating Cyber-bullying at Taunton School)
- d) Racist, Religious or Cultural (e.g. mocking cultures, customs, appearance)
- e) Sexual violence or sexual harassment. See separate school policy 'Sexual Violence and Sexual Harassment'
- f) Sexual violence and sexual harassment can happen within a wider context of 'harmful sexual behaviour'. See separate school policy 'Sexual Violence and Sexual Harassment'
- g) Coercion, control and consent issues can happen in relationships which seem to be long term, consensual and respectful
- h) Homophobic (e.g. name calling, abusive comments, prejudice towards lesbian, gay, bisexual and transgender students).
- i) Disability related (e.g. name calling, abusive comments, mocking appearance)
- j) Health related issues eg name calling around mental health
- k) Special Educational Needs related
- l) Gender related
- m) Because a child is adopted or is a carer

Please note that many of the forms outlined above reflect the 2010 Equality Act. Bullying could also fall into the Prevent Duty (eg around religion) or terror related (the attacks in Plymouth, 2021, are believed to have been related to the influence of 'INCELS' and this may be considered a terror threat in the future).

Use of impact statements

In relation to safeguarding, peer on peer abuse and bullying the school can also use impact statements to understand how victims feel. Peer on peer abuse can involve elements of coercion and control and so the school may judge that a person has contravened the spirit of this policy and our behaviour policy through the impact their behaviour has on others over a period of time rather than one particular incident. This is in line with the updated guidance around peer on peer abuse and on-line safety.

Peer on Peer abuse may happen on-line and with the way apps are designed it is impossible for a victim's voice to be heard without the use of impact statements as 'evidence' or witnesses do not exist.

Other considerations

It might 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.

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

Low-level disruption and the use of offensive language can also have a significant impact on its target or victim. If left unchallenged or dismissed as 'banter' or 'horseplay' it can also lead to reluctance to report other behaviour. Early intervention is crucial to ensure that boundaries are clearly set. Indeed, KCSIE 2018 and 2021 are both very clear – if staff hear 'banter' they are duty bound to challenge it and report it immediately. The school has a zero tolerance approach and staff are trained in this area.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer 'significant harm' then a bullying incident will be treated as a child protection concern.

Bullying is not itself a criminal offence in the UK but some types of harassment (which could be defined as a hate crime: a Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender) or threatening behaviour – or communications – could be a criminal offence. If this is the case then the school may contact the police for advice. Eg under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, could be guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient. A second example: in August 2017 the CPS was given direction to treat on-line hate as seriously as face to face hate crime. This covers all different strands: racist and religious; disability; and homophobic, biphobic and transphobic.

Bullying which occurs outside the school premises could still lead to discipline within the school: the Education and Inspections Act 2006 state that a school disciplinary powers can be used to address student's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Action by the school would need to be seen as reasonable in this circumstance but must always be investigated whether it is inside or outside the 'school gates'.

Cyber-bullying

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

There is no need for parental consent to search through a student's phone or similar device. If the school believes the police need to be involved (for example, it is relevant to , contains a pornographic image of a child or extreme pornography) then images must not be deleted.

As outlined in the Behaviour Policy (School Rules and Regulations) cyber-bullying which takes place outside school may still come under school's jurisdiction and behaviour policy:

Rewards and sanctions can be applied when a student:

- is taking part in any school-organised or school-related activity
- is travelling to or from school or
- is wearing (or expected to wear) school uniform
- is in some other way identifiable as a student at the school.

Or when a student's conduct:

- could have repercussions for the orderly running of the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

How we can help

Taunton School recognises that it has responsibility to:

- (a) promote, among students, self-discipline and proper regard for authority
- (b) Encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among student
- (c) Encourage students, and parents, to liaise with the school if they feel that bullying is taking place. This is particularly relevant to 6th formers who are trained and supported to identify and help when a safeguarding or bullying concern comes to their attention.
- (d) Place responsibility on all staff to tackle bullying: they are trained and are alert to all forms of bullying. They proactively gather intelligence about issues between students which provoke conflict and together (eg through department and house meetings) discuss strategies to prevent bullying occurring in the first place. This will occur formally – for example, through PSHEE lessons, assemblies and in chapel – but can occur informally or 'off the cuff' in lessons (as and when appropriate) and through tutorials. In so doing the differences which can lead to bullying can be discussed and the school's position is then made clear.
- (e) create a culture of care and kindness so that if relationships break down they can be dealt with before it becomes 'bullying'.
- (f) Support staff: the bullying (including cyberbullying) of staff, whether by students, parents or colleagues is unacceptable.
- (g) Provide education for all pupils and staff to help them recognise the signs (eg around on-line coercion and control and grooming); the dangers and how to report it to keep themselves and everyone safe.
- (h) Involve parents both in education – they have a key role to play in children safe – and, if appropriate (as per our safeguarding and child protection policy) within an investigation.

Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another student or the culture or reputation of the school are placed at risk. The school's role with regards to bullying therefore extends beyond the "school gates" and may include times when students are not under the control or charge of a member of staff.

Prevention

1. We seek to instil values in all members of the School which should preclude bullying.
 - a. Student voice sits at the heart of the schools culture and students and staff know how to report a concern
 - b. These are reinforced by a PSHEE programme (a timetabled, separate lesson taught by trained teachers) which is also supported by tutors at all levels of the School: tutors are trained to understand this policy, to understand the content of the PSHEE programme and any other relevant policies so that they can spend time talking to their groups about bullying / cyber-bullying and its effects and consequences. In essence, we seek to inculcate respect for others, their property and their individuality. The above values should not only be addressed in PSHEE but should also underpin ordinary curricular lessons, assemblies, Horizons Lectures, tutorials, debates, the co curricular programme and chapel services. Staff and older students should set a good example and successes should be celebrated.
 - c. These values also pay heed to the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.
2. It is crucial to the School's success in dealing with bullying / cyber-bullying, that all members of the community are made aware that it is unacceptable and should not be tolerated at all times. It is the responsibility of all members of the community to take action if they see it happening. To remain silent is to condone the action of the bully. Staff should receive regular training and guidance in order to reduce the risk of bullying arising particularly at times or in areas where it is most likely. If necessary, external agencies will be consulted if specialist skills may be required.
3. Information and any resulting action and communication is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying / cyber-bullying, should always tell a member of staff. Students seen to be supporting bullying/cyber-bullying as an accessory can expect an appropriate sanction. We want students, and their parents, to feel comfortable, and confident, in raising their concerns and they should be encouraged to approach any member of staff. Our aim is to prevent bullying at the very earliest stages. Our complaints policy sets out who you can speak to and how they can help. The school aims to ensure that all pupils have someone they can trust to talk to.
4. Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, the School takes a very serious view of bullying and does not subscribe to the "no blame" approach. That said, the victim's voice will be listened to, respected and they will have a degree of control over what

happens next. (Please note the section on confidentiality in the Safeguarding and Child Protection policy.)

5. The school regularly shares lists of students who are more vulnerable and therefore could be more likely to struggle in relationships and could possibly be more susceptible to bullying. Vulnerability could come about due to protected characteristics, SEND, child protection or wider pastoral concerns.
6. Although bullying itself is not a criminal offence, some types of physical, harassing or threatening behaviour, sexual behaviour or communications, could be a criminal offence. It may therefore be necessary to involve the police and / or children's social services as per the Safeguarding and Behaviour policies.

Sanctions: (see School rules and regulations within the Behaviour Policy)

(Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students)

1. In practice, the sanctions applied range from a verbal warning or a ban on use of the School's computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the student's previous record with reference to bullying / cyber-bullying. In the most severe cases the police may be informed.
2. Education is a crucial part of how the school fosters the values of tolerance, care and inclusiveness.

The School also supports this with a wide variety of lectures (through the Horizons programme), Chapels and Headmaster's Assemblies all of which aim to:

- actively promote British values, and ensure that principles are actively promoted that tend to lead to various, specified, outcomes. In addition to the outcomes listed in the 2010 Independent School Regulations, TS also actively promote principles that:
 - foster tolerance and harmony between different cultural traditions;
 - enable students to acquire respect for public institutions and services in England;
 - encourage respect for others (again, with particular regard to Equality Act protected characteristics);
 - encourage respect for democracy and participation in the democratic process, including respect for the basis on which the law is made and applied in England
 - actively seek student voice and student participation

Procedure for dealing with Bullying / Cyber-bullying incidents

Introduction

The School gives the utmost priority to investigating allegations of bullying / cyber-bullying. We deal with them as swiftly and as comprehensively as can reasonably be expected and at a speed

determined by the voice of the victim who has to feel a sense of control following a disclosure (but please note confidentiality and the need to safeguard others: see the school's safeguarding and child protection policy).

These are the procedures which will generally be followed, though it is recognised that each case is different. Our aim is to protect those who may be the victims of bullying and, through effective sanctions, and the Child Protection Policy, to educate the bully about the consequences of their inappropriate behaviour. We do not subscribe to the "no blame" approach to bullying, though we recognise that cases are frequently complex and that the victim will sometimes be guilty of inappropriate behaviour as well as the bully. Except for those extremely rare cases in which the bullying / violence is so severe that students are required to leave, it is hoped that all students involved in the matter will learn from the experience and that relationships will be rebuilt positively. When students are placed in detention or excluded temporarily, worthwhile tasks will be set, which may include a combination of letters of apology (to be placed on files) and academic work / counselling.

Procedure

1. Information about bullying comes from a variety of sources, including parents, students, staff and members of the public. In all cases we assure the person making the allegation that we shall be taking immediate action to stop the bullying / cyber-bullying and will pursue information so as to identify the bully. Parents are informed as soon as possible, though sometimes some leeway may be required in order for investigations to be completed.
2. Depending on the nature of the allegation, the case will be taken up either by the tutor, house staff, a deputy head or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff. If there is a Child Protection implication, i.e. if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm then the Designated Safeguarding Lead must be informed.
3. Initially Interviews will be conducted fairly within Houses, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, students will be warned not to do or say anything that may prejudice their position vis-à-vis the student who has been bullied. (No revenge / stirring up support among friends, no taking the law into their own hands.)
4. Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted with the young person's pastoral lead. This will enable a record to be kept of the interview and what is said to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate. Notes will be retained by the Deputy Head which will enable patterns to be identified and also kept to evaluate the effectiveness of the approach adopted.

The victims voice will be heard throughout and the resulting speed of the resolution will be driven by their voice.

5. Communication with parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made to support including restorative justice, visiting the Health Centre and counselling.
6. At the conclusion of the investigation, if appropriate, one of the members of staff involved (in almost all cases, the HM) will contact parents of all students directly involved and inform them of action taken. Wherever possible, the identity of “informers” and students other than the son or daughter of the parent will not be disclosed.
7. In practice, the sanctions applied range from a verbal warning or a ban on use of the School’s computer network, to temporary or permanent exclusion, depending on the gravity of the offence and the student’s previous record with reference to bullying. Crucially, the perpetrator must understand that their behaviour is wrong, contravenes the school policy and school ethos.
8. As per the School’s Safeguarding and Child Protection procedures, if cyberbullying may have caused ‘significant harm’; or the law may have been broken or there is concern for the perpetrators behaviour, the DSL will follow the procedures laid down by Somerset Children Social Services. (see ‘external agencies’ below).
9. Inevitably, the focus of care will fall to the victim. However, it is important for the school to consider why the perpetrator acted in such a manner and that they may need help themselves.

Restorative Justice

From September 2016, the School will aim to use Restorative Justice Practices to help if relationships break down. This is not just to support the victim but also the perpetrator. As the DFE Guidance (2014) states: ‘It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.’ Furthermore (and as stated in the School’s Safeguarding and Child Protection Policy) children who engage in bullying behaviour may need support of external agencies because they may be subject to difficult and exploitative relationships.

Parents

TS tries to include parents as much as possible because if parents believe that TS deals effectively with bullying then their support will enable a virtuous cycle in which behavioural boundaries are clear. TS aims to:

- Involve parents through information evenings, updates to policies and by clearly following procedures in an open and transparent manner.
- Have a clear message – TS does not tolerate bullying.
- Take it seriously: any complaint about bullying is taken seriously and that the children involved are protected.

- Involve students. All students understand the school's approach (through rules; PSHEE lessons; Chapel; Horizon lectures; Assemblies and an inclusive ethos) and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Restorative Justice places student involvement at the heart of re-building relationships.
- Parents can also be bystanders. The school tries to build open relationships with parents and we hope they will contact the school to report instances of bullying.
- Be consistent: in its approach to implementing disciplinary sanctions.
- To listen: Student voice is important. By openly discussing differences between people that could lead to bullying - such as religion, ethnicity, disability, gender or sexuality – students feel supported and part of the process. This occurs through PSHEE lessons and tutorials and is further supported with regular 'no names' surveys'.
- Provide staff with regular updates about student behaviour and the resulting sanctions.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Allow students to have a wide variety of ways to easily report bullying so that they are assured that they will be listened, taken seriously and incidents acted on.

Record keeping and Review

As per the Schools Behaviour policy, any sanctions associated with bullying will be recorded.

The school will aim to use these records to discuss, review to evaluate whether behaviour has changed both with individuals and within the wider school culture.

The Deputy Head will discuss the behaviour of the students involved after a time period (usually after two weeks) and a formal review takes place between the Housemaster/Housemistress and the students concerned. If good practice comes from this review (see notes on Staff Training) then it will occur on a 'no-names basis'.

External agencies

As a result of bullying external agencies may need to be involved as it may be a child protection issue.

The child protection officer will risk assess the claim using the following which is based on Somerset Safeguarding Children Board 'Thresholds for Assessment and Services'. Full details can be obtained from the School's Safeguarding and Child Protection Policy under 'Procedures'.

Peer on peer abuse

Safeguarding issues can manifest themselves via peer on peer abuse. This includes bullying (including cyberbullying); gender based violence / sexual assaults and sexting. It should be remembered that children with SEN can be disproportionately impacted by bullying. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

The Deputy Head may access external agency support if there is a concern for the victim and for the perpetrator as per the Safeguarding and Child Protection Policy.

Advice to students on Cyber-bullying

Anti-Cyber-bullying Code

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyber-bullying, and advice on how to report it when it does happen.

This code plus the broader educational structures in place (PSHEE, Horizons lectures, Assemblies and Chapel) help to bring an awareness of this issue, the School's robust approach and tries to build resilience for the individual.

1. Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyber-bullying yourself. You could also be breaking the law.

2. Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents or future employer to see that photo?

3. Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

4. Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

5. Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

6. Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyber-bullying.

7. Make sure you tell

You have a right *not* to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right place, or call a helpline like ChildLine on 0800 1111 in confidence.
- Tell the provider of the service you have been bullied on (eg your mobile-phone operator or social-network provider). Check their websites to see where to report.
- Tell your school. Your tutor, Housemaster / Housemistress or any member of staff will support you and can discipline the person bullying you.

Finally, don't just stand there. If you see cyber-bullying (or any bullying) going on, support the victim.

Staff Training

Over the course of an academic year all the information pertaining to bullying - sanctions, questionnaires and investigations - are used to update staff as part of their training. Staff also attend external training. This is then fed back to and discussed (and minutes are written) in the House Staff Meetings.

If there are changing trends or gaps in the school's expertise it will work with external agencies to support the school.

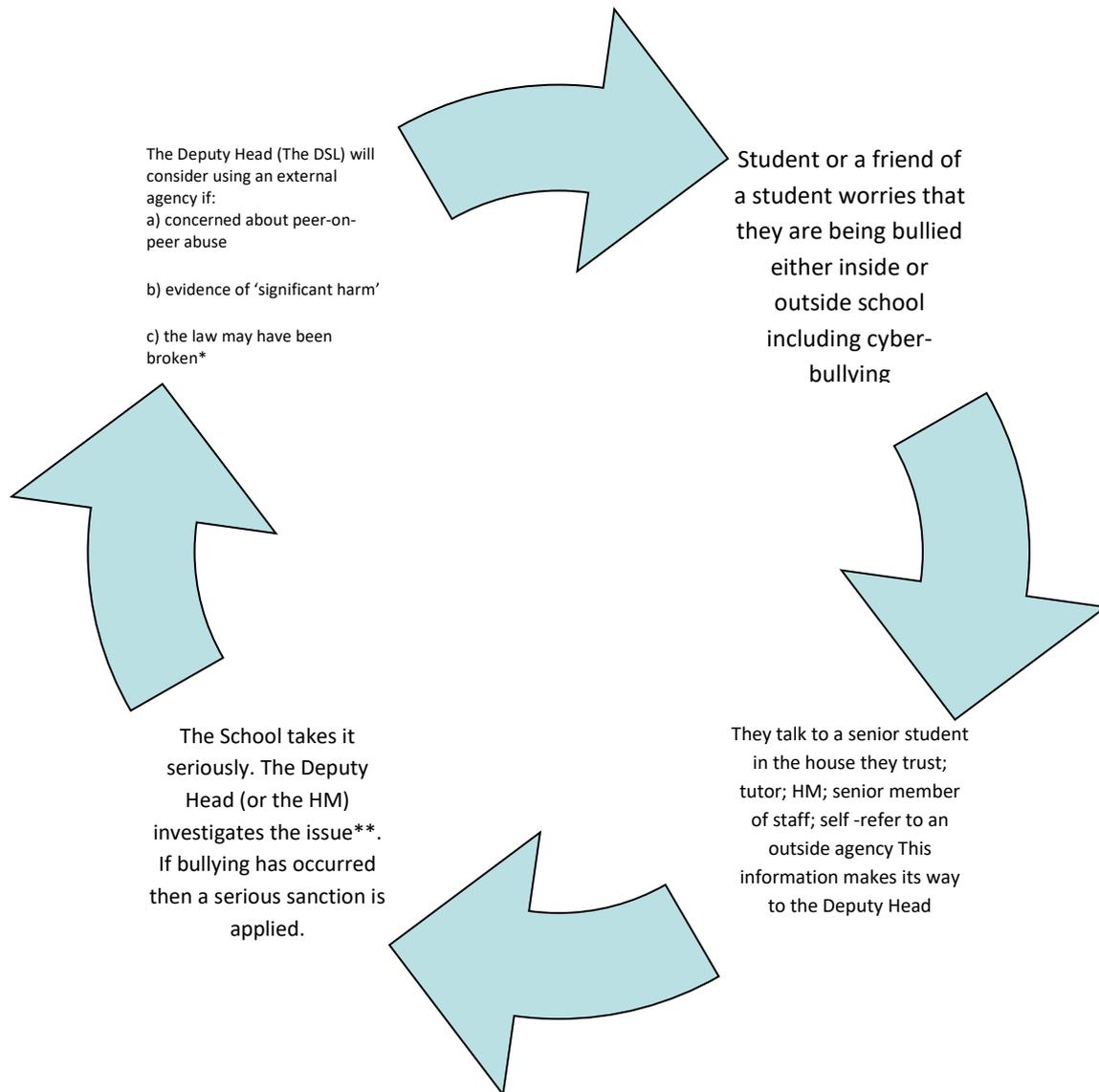
Cyber-bullying and Data Protection

Cyber-bullying may have dreadful consequences for the victim and for the perpetrator including the potential radicalisation of the victim. Education students about data protection is therefore very important and includes areas such as:

- Comments posted on social media are not easy to delete
- Control of personal data must be protected and respected
- Taking control of another person's data and mis-using this data may result in a criminal investigation because the person must gain the consent of the other person to post that data.

Data protection is not just supported through the School's PSHEE programme but also through the Acceptable Use Policy and the School Behaviour Policy.

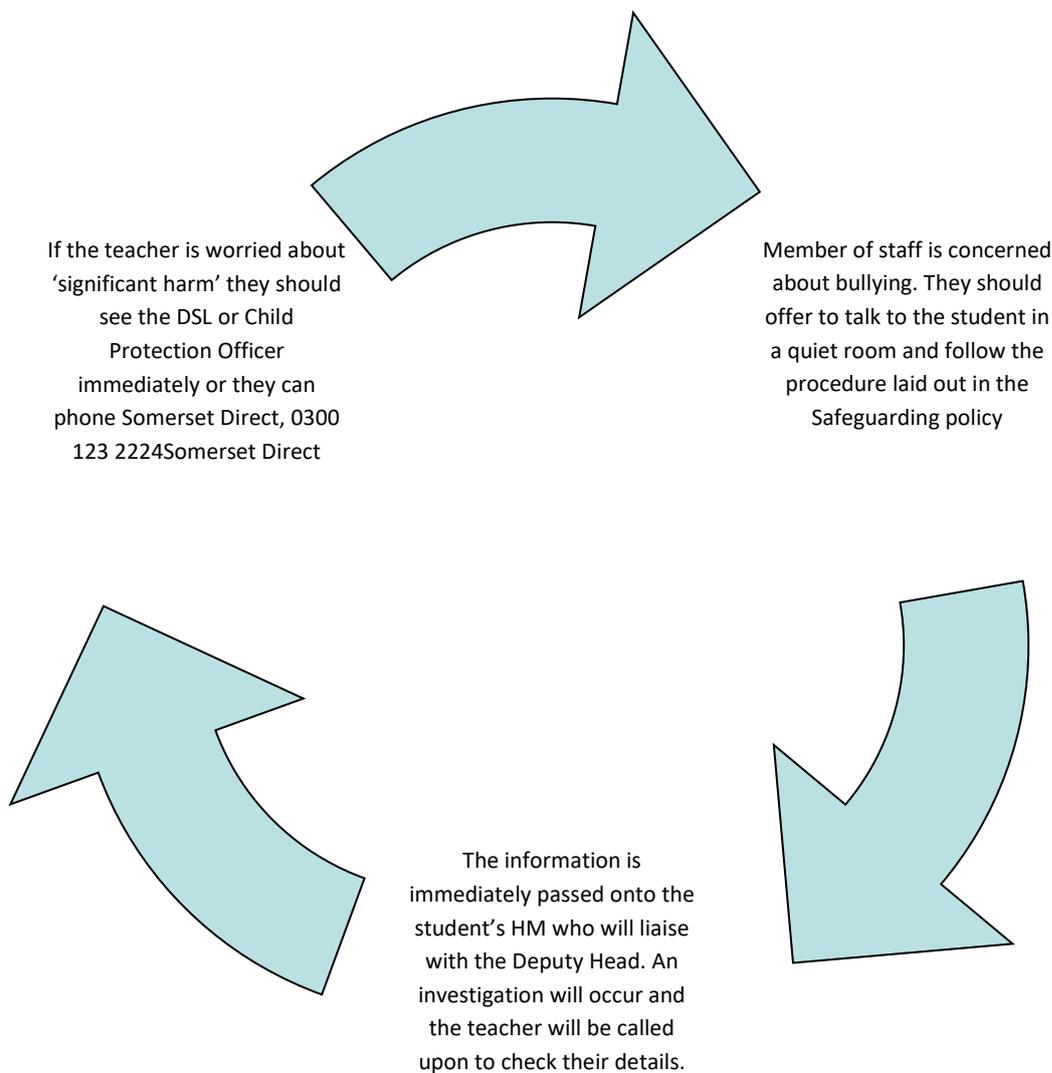
APPENDIX 1: Formal Procedures - what to do if a Student is worried about Bullying



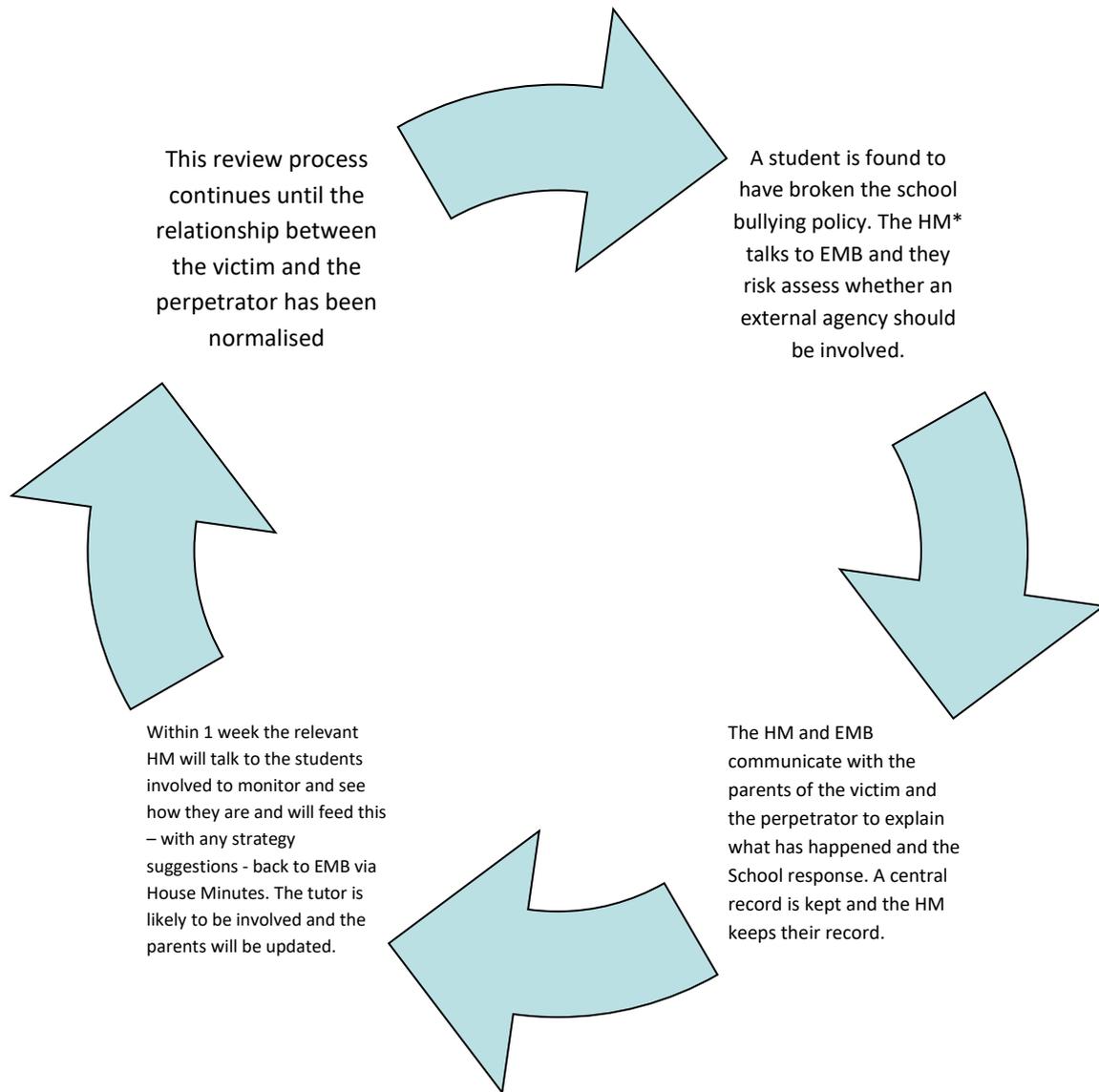
*for more details on peer-on-peer abuse, significant harm and the law please make reference to The School's Safeguarding and Child Protection Policy. The DSL will use the Safeguarding Consultation line (via Somerset Social Services) to help determine whether the threshold for external agency help has been crossed.

**the voice of the victim is respected and as much as possible they remain in control of the pace of the investigation and its outcomes. Records are kept of all conversations and sanctions and students are allowed to see these transcripts to check they are accurate. These records are also important to then subsequently assess whether the actions taken by the school are effective in changing the behaviour of the students involved. This will be done by the HM and will be formally discussed at a House tutor meeting with the minutes of these discussions fed back to the Deputy Head.

APPENDIX 2: Formal Procedures - what to do if a member of staff is worried about Bullying



APPENDIX 3: Formal Procedures - Management of bullying and cyberbullying



***Housemaster / Housemistress**

Appendix 4 – Further information on definitions of bullying and hate incidents

Definitions can be problematic. However, the process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. The following definitions are based on recent national guidance. The definitions are provided here to inform the statements and definitions that appear within individual school/college/settings policies. School/College staff and pupils/students will then be able to use them as a guide when identifying, recording and reporting bullying and hate incidents. Both bullying and hate incidents have the potential to do harm to individuals, groups and communities, but responses to these behaviours may differ. In particular, the cumulative impact of ongoing persistent bullying on mental health should be recognised and acted upon. What is a 'hate incident'? Any one off incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on a person's perceived or actual: a. Race/Ethnicity b. Religion/Belief c. Sexual Orientation d. Disability and learning difficulties e. Gender or gender identity

Examples of Hate Incidents Hate incidents can consist of: verbal abuse or insults e.g. Detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, offensive messages. In East Sussex school's use the term 'Hate Incident', rather than 'prejudice-based incident' to ensure they are consistent with our partners e.g. the Police and district and borough councils. What is a 'hate crime'? "Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate" (ACPO 2005). Hate crime should be reported directly to the police Note: The underpinning rationale behind a hate incident is perception. It is the perception of the victim or any other person (e.g. a witness) that is the determining factor.

What is 'prejudice-based bullying'? Bullying behaviour motivated on grounds of an individual's gender, ethnicity, body image/ size, sexuality, disability, age, religion or belief. It may be motivated by actual differences or perceived differences or as a result of association with someone else. Extended definitions of types of bullying Homophobic bullying Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are thought to be lesbian, gay or bisexual.

- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual. (Adapted from ‘Homophobic Bullying; Safe to Learn’ Department for Children, Schools and Families, 2007)

Biphobic bullying: Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are ‘greedy’, ‘promiscuous’ or ‘confused’. Bisexual people can feel marginalised by both the straight world and the lesbian and gay community.

Sexist bullying: This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Transphobic Bullying ‘Trans*’ is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience Transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender ‘variance’, or is Transgender. (Adapted from ‘Preventing and responding to sexist, sexual and Transphobic bullying; Safe to Learn’ Department for Children, Schools and Families, 2009).