Anti-Bullying Policy

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Three Bridges Education Statement on Bullying
Three Bridges Education is a place where every person has the right to be happy, safe, themselves and included. Everyone here is equal and should be treated with respect and dignity.

Bullying damages lives. It is our responsibility to ensure that we create a culture where bullying is known to be unacceptable.

We realise that all schools will have a problem with bullying at some time. However, we are vigilant in these matters and consistently provide effective ways and opportunities for learners to let us know if bullying occurs.

We acknowledge that due to the difficulties / barriers that autism can create, learners may find it difficult to communicate that they are being bullied, some learners may bully without understanding the consequence of their behaviour and / or they may not recognise that they are being bullied.

Preventing and responding to all forms of bullying is a critical when promoting the safety and mental health and well-being of learners.

Aims and Purposes of this Policy
Bullying of any kind is unacceptable. The safety, welfare, and well-being of all learners and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole community to take measures to prevent and tackle any bullying, harassment, or discrimination. We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole community.

We enable our learners to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our learners by society when they leave the education.

We are committed to improving our approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

Definition of Bullying
Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.   The nature of bullying can be:
- Physical – such as hitting or physically intimidating someone or using inappropriate or unwanted physical contact towards someone.
- Attacking property – such as damaging, stealing or hiding someone's possessions.
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language, or threatening someone.
- Psychological – such as deliberately excluding or ignoring people.
- Cyber– such as using text, email, or other social media to write or say hurtful things about someone.

Bullying behaviours are characterised by the following attributes:
- The behaviour is repeated.
- The behaviour is intentional.
- The person or group who is carrying out bullying behaviours has more power than the victim or victims of bullying.
- The behaviour causes physical or emotional harm for the individual or group who is targeted.

Bullying can be based on any of the following:
- Race (racist bullying).
- Religion or belief.
- Culture.
- Social class or socio-economic background.
- Gender (sexist bullying).
- Sexual orientation (homophobic or biphobic bullying).
- Trans Identity, including non-Binary (transphobic bullying).
- Special educational needs and/ or disability (SEND).
- Appearance.
- Related to home or another personal situation.
- Related to another vulnerable person/ group.

Cyber-Bullying
Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact, repeatedly, over time, against a victim who cannot easily defend him or herself.

Seven categories of cyber-bullying have been identified:
- text messaging bullying.
- picture/video clip bullying via mobile phone.
- phone call bullying via mobile phone.
- email bullying.
- chat room bullying.
- bullying via websites.
- bullying through instant messages.

Preventing Cyber-bullying
Whilst other forms of bullying remain prevalent, cyber-bullying is a significant issue for many young people. We recognise that team staff, parents/ carers and learners need to work together to prevent this and to tackle it whenever it occurs.

We will ensure that:
- The curriculum teaches learners about the risks of new communications technologies, the consequences of their misuse, and how to use them safely, including personal rights.
- All e-communications used are monitored.
- Clear policies are set out about the use of mobile phones during school activities.
- A clear code of conduct on the use of technology is implemented.
- Internet blocking technologies are continually updated, and harmful sites blocked.
- E-safety training is undertaken by all staff.

Procedures
If a cyber-bullying incident, directed at a learner, occurs we will take the following steps:
- advise the learner not to respond to the message.
- secure and preserve information.

- inform the sender's email service provider.
- notify parents of the learners involved.
- consider informing the police as we recognise that this could be a criminal offence.

If malicious or threatening comments are posted on an internet site or social networking site about a learner or team member we will:
- inform and request that the comments be removed if the site is administered externally.
- secure and preserve any evidence.
- send all evidence to www.ceop.gov.uk/contactus.html if of a sexual nature.
- endeavour to trace the origin and inform the police, as appropriate.

Legal and Statutory Duties
The Equality Act 2010 outlines nine protected characteristics:
- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Act protects people from unlawful discrimination, harassment, victimisation, and any other conduct prohibited by or under the Act based on any protected characteristic.

The Public Sector Equality Duty the Public Sector Equality Duty (s149(1) of the Equality Act 2010) places a duty on bodies carrying out public functions, in the exercise of those functions, to have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Act – including because of the protected characteristic of sexual orientation and gender reassignment.

Education and Inspections Act 2006 Schools in England have a duty to promote the safety and wellbeing of all children and young people in their care, including those who are lesbian, gay, bi, and trans, and those experiencing homophobic, biphobic, or transphobic bullying.

Ofsted's Education Inspection Framework (2021) and School Inspection Handbook (2021) make it clear that schools are expected to create a culture where discrimination is not tolerated. Schools are expected to ensure that learners show respect for people with the protected characteristics included in the Equality Act (2010). Ofsted encourages schools to do this in a manner that helps children to develop knowledge appropriate to their age and stage. In addition to this, inspectors will seek evidence that schools log and monitor homophobic, biphobic, and transphobic bullying.

The Independent Schools Inspectorate can also inspect the ways in which schools actively promote equality and diversity, tackle bullying and discrimination and use teaching and promote equality of opportunity through teaching and learning.

Reporting Bullying

Learners who are being Bullied

If a learner is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member of trusted adult. They are also encouraged to report any bullying incidents:

- Report to a teacher/HLTA/LSA or any other teacher
- Report bullying by talking (this may include using drawings, signs, and symbols) or writing it down.
- Emailing the Principal lisa.smith@threebridgeseducation.com
- Or by contacting us via the Three Bridges website - is www.threebridgeseducation.com
- Call ChildLine to speak with someone in confidence on 0800 1111 for more help.

Roles and Responsibilities

Staff

All staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the education 's efforts to prevent bullying. If staff are aware of bullying, they should reassure the learners involved and inform the principal. The principal may refer a learner to the HLTA Mental health and wellbeing lead for learners.

The principal has overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the education upholds its duty to promote the safety and well-being of all learners. The principal has a responsibility to report any incidents of bullying to the Directors.

Parents and Carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness, or other unusual behaviour. We advise parents and carers to tell their child not to retaliate and to support and encourage them to report the bullying.   Parents and carers can report an incident of bullying to the principal or a teacher either in person, or by phoning or emailing the office.

Learners

Learners should not take part in any kind of bullying and should watch out for potential signs of bullying among their friends. They should never be bystanders to incidents of bullying. If learners witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to Bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying using the Bullying and prejudice-based incident reporting form (Appendix 1)
- This will prompt the teacher to the reported incident, who will then apply the Safeguarding procedure.
- A referral will also be made to the HLTA Mental Health and Wellbeing leads (learner and parent/carer) as appropriate, for further support work to be carried out.
- The data will be analysed and evaluated by the principal, producing termly reports summarising the information, which will be subsequently reported to the Directors.
- The Positive Behaviour Team will be consulted when support programmes are created to help individuals whose behaviours may be perceived as bullying.
- The principal will assess who should be involved, including any other authorities, such as the police or the local authority, particularly where actions take place outside of school.

All incidents reported via, Bullying and prejudice-based incident reporting form will be stored centrally. All staff will use this form to report bullying and prejudice-based incidents.

It is vital to track and review all bullying incidents. Recording and monitoring bullying will help to identify any problem areas across the education and to identify where best to target support and practical initiatives designed to tackle bullying. It is important to monitor the actions taken after all bullying incidents so that we can track their effectiveness and the overall progress made across education.

A bullying incident relating to a learner will be addressed as a Child Protection concern when there is 'reasonable cause to suspect that a learner is suffering or likely to suffer significant harm. Where this is the case, the principal will report their concerns to the Local Authority.

Bullying Outside of the Education
Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of education. The nature of online bullying in particular means that it can impact on a learner's mental health and wellbeing beyond the school day. Staff, parents and carers, and learners must be vigilant to bullying outside of the education, and report and respond according to their responsibilities as outlined in this policy.

Derogatory Language
Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in the definition of bullying. It will be challenged by staff and recorded and monitored. Follow-up actions and sanctions, if appropriate, will be taken for learners and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms.

Prejudice-Based Incidents
A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in education. The principal reports incidents to the Directors. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Our Initiatives to Prevent and Tackle Bullying
We use a range of measures to prevent and tackle bullying including:
- A learner-friendly anti-bullying policy ensures all learners understand and uphold the anti-bullying policy (Appendix 2)
- Our Behaviour policy sets clear expectations about acceptable behaviour and how members of the education community should treat one another.
- Our PSHE curriculum includes opportunities for learners to learn about different types of bullying and what they can do to prevent and respond to bullying.
- A high level of adult support and a learner's individual learning plan provides regular opportunities to discuss issues that may arise and to target specific interventions.
- Planned celebration days and events e.g., Black History Month and LGBTQ+ History Month, raise learner's awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books, and images.
- Values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.

- Stereotypes are challenged by staff, and learners where possible.
- Restorative justice programmes, part of PSHE, provide support to targets of bullying and those who show bullying behaviour.
- Learners are continually involved in developing anti-bullying initiatives, including through the anti-bullying survey.
- Working with parents and carers, including the parent/ carer group and in partnership with community organisations, to tackle bullying where appropriate.
- Learning what is going on within our school and implementing the Bullying - Staff survey (appendix 3) and the Bullying - learner survey (appendix 4) reviewing the data collected to guide further work and prevention initiatives.

Training
The principal is responsible for ensuring that all staff receive regular training on all aspects of the anti-bullying policy.

Monitoring and Reviewing
The principal is responsible for reporting to the Directors on how the policy is being enforced and upheld. The Directors are responsible for monitoring the effectiveness of the policy via the principal report and by visiting the school, as appropriate. The policy is reviewed every 12 months.

Complaints
A clear complaints procedure is available for all staff and for learners and parents/ carers. All complaints will be taken very seriously and will be investigated as soon as practically possible. The safety of the complainant will be the immediate priority.

Any complaint regarding bullying of a learner by a member of staff will be dealt with via Three Bridges safeguarding and child protection procedure. Any complaint regarding bullying between staff will be dealt with via Melrose Education's Grievance and Disciplinary Procedures.

Links to Other Documentation
- Safeguarding and Child Protection policy
- Behaviour Policy
- Equality Policy
- E-Safety Policy
- Code of Conduct
- PSHE Curriculum and Policy
- www.kidscape.org.uk
- www.anti-bullyingalliance.org.uk
- www.childnet.com
- www.thinkuknow.co.uk
- NSPCC.org

Appendix 1

Bullying and Prejudice-Based Incident Reporting Form

This form is for a staff member to complete when recording bullying or a prejudice-based incident in school. This form could be used as a hard copy or an electronic copy.

Date of completing form:

Name of staff member:

Details of incident:

Bullying / Prejudice-based incident?

Nature of incident:
Tick all that apply

Physical
Property
Verbal

Psychological
Online

Form of bullying or incident:
Tick all that apply

Race – racist bullying
Culture
Religion or belief
Sexual orientation - homophobic or biphobic
Transphobic bullying
Gender – sexist bullying
Special Educational Needs/ Disability
Health conditions
Related to home or other circumstance

Details of those involved:

Target of bullying/ incident:

Name:

Person responsible for bullying/ incident

Name:

Other relevant information:

Details of incident:

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details

Date:

Place:

Time:

Witnesses:

Repeat incident or serious incident:

Any relevant supporting information:

e.g., witness accounts/screen grabs

Action taken:

Details of others involved or notified:

Actions for follow up:

Date for reviewing:

Appendix 2

Anti-Bullying Policy (Learner Version)

<u>Learner Bullying Policy</u>

Bullying at Three Bridges Education is not acceptable, whether it takes place in or out of school.

What is bullying?
Bullying is unwanted, aggressive behaviour towards any other learner, this could be physical or verbal. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally and excluding someone from a group on purpose.

As a learner of Three Bridges Education
- We must always be kind to others.
- We must not take part in bullying.
- We must always watch out for signs of bullying amongst our friends.
- We must tell a trusted adult if we see bullying at Three Bridges Education.
- We must treat others as we want to be treated.
- We must treat others with respect.
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What to do if you are being bullied
If you are being bullied, we ask you not to react, report to a teacher, HLTA, or LSA. Report it by talking (drawing, signs, or and symbols) or writing it down, you can email the Principal lisa.smith@threebridgeseducation.com or by the Three Bridges website www.threebridgeseducation.com or you can call Childline 0800 1111

If you are unsure about what bullying is or have any questions, please ask and we will explain the bullying policy to you.

Anti–Bullying Staff Survey

Are you using the school's anti-bullying policy?
Have you received training on tackling all types of bullying in school?
How well do you feel the school deals with bullying?
Do you think that learners feel safe from bullying?
What more do you think the school could do to tackle bullying?
Tackling homophobic, biphobic and transphobic behaviour
If a lesbian, gay or bisexual learner was 'out' in school, do you think they would feel safe from bullying?
Do you think a trans learner in school would feel safe from bullying?
How often do you hear homophobic, biphobic and transphobic language in school?
What homophobic, biphobic and transphobic language do you hear?
Do you ever hear learners use phrases such as 'that's so gay', 'tranny'?
Do you ever hear staff use phrases such as 'that's so gay', 'tranny'?
How often do you hear learners say things like 'don't be such a girl', 'you kick like a girl', or 'Stop acting like a boy!'?
How often do you hear staff say things like, 'don't be such a girl' or 'man up'?
On a scale of one to ten, how confident do you feel challenging homophobic, biphobic and transphobic language?

How often do you challenge homophobic, biphobic and transphobic language?
Do you think that other school staff challenge learners for using homophobic, biphobic and transphobic language?
Any other comments you would like to add?

Name (optional)……………………………………………..

Appendix 4

Three Bridges Education
Bullying Survey (Learner)

Learner Name:

	Never	Sometimes	Most of the Time	Always
I like coming to Three Bridges				
I feel safe at school				
I get on well with my teachers and LSAs				
I feel like I belong at Three Bridges				

Relationships in Three Bridges Education

	Never	Sometimes	Most of the Time	Always
I am hit or kicked by other learners				
I am called horrible names by other learners				
Other learners stop me from joining in with them				
Other learners say bad things about me				
I hit other learners				
I am mean or rude to other learners				
I call other learners mean names.				
I am rude to other learners online				

Before I Came to Three Bridges Education

	Never	Sometimes	Most of the Time	Always
I have been bullied				
I have been the bully				

About My Wellbeing and Feelings in General

	Never	Sometimes	Most of the Time	Always
I am calm				
I sleep well				
I feel lonely				
I worry a lot				
I wake up in the night				
I am kind				
I feel liked at school				
I am happy				
I feel safe				

Feel free to tell us about any bullying you have experienced

Thank you for taking the time to answer our questionnaire

Appendix 5

Glossary

(Taken from Stonewall.org.uk)

This list will help you to understand some of the more common terms you might come across when tackling homophobic, biphobic and transphobic bullying and talking about lesbian, gay, bisexual and trans (LGBTQ+) people.

SEXUAL ORIENTATION A person's sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person's orientation identity. Stonewall uses the term 'orientation' as an umbrella term covering sexual and romantic orientations.

ROMANTIC ORIENTATION A person's romantic attraction to other people, or lack thereof. Along with sexual orientation, this forms a person's orientation identity.

GENDER IDENTITY A person's innate sense of their own gender, whether male, female, non-binary, or something else, which may or may not correspond to their sex assigned at birth.

SEX assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

LESBIAN Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

GAY Refers to a man who has a romantic and/or sexual orientation towards men. Also, a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

BI Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.

TRANS An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, genderqueer (GQ), gender-fluid, non-binary, gendervariant, crossdresser, genderless, agender, nongender, third gender, bigender, trans man, trans woman, transmasculine, trans-feminine, and neutrois.

LGBTQ+ the acronym for lesbian, gay, bi, trans, queer, questioning and ace.

HOMOPHOBIA the fear or dislike of someone, based on prejudice or negative attitudes, beliefs, or views about lesbian, gay or bi people. This can also include denying somebody's

lesbian, gay, or bi identity or refusing to accept it. Homophobia may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.

BIPHOBIA is the fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs, or views about bi people. This can also include denying somebody's bi identity or refusing to accept it. Biphobia may be targeted at people who are, or who are perceived to be, bi.

TRANSPHOBIA is the fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans. At Stonewall, we use 'trans' as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This includes non-binary people.

GENDER STEREOTYPES The ways that society expects people to behave according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

COMING OUT when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

QUESTIONING the process of exploring your own sexual orientation and/or gender identity.

QUEER Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation, and/ or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQ+ community (racism, sizeism, ableism etc). Although some LGBTQ+ people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

CISGENDER refers to someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

NON-BINARY An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

TRANSSEXUAL This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

ACE is an umbrella term used to describe a variation in levels of romantic and/ or sexual attraction, including a lack of attraction. Ace people may describe themselves using one or more of a wide variety of terms, including, but not limited to, asexual, aromantic and demisexual.

ASEXUAL is used to refer to someone that does not experience sexual attraction.

GREY-A is used to describe someone who identifies somewhere between sexual and asexual.

AROMANTIC is used to refer to someone that does not experience romantic attraction.

GREY-ROMANTIC is used to describe someone who identifies somewhere between romantic and aromantic.

DEMISEXUAL is used to describe someone who only experiences sexual attraction after an emotional bond has been established.

DEMIROMANTIC is used to describe someone who only experiences romantic attraction after an emotional bond has been established.

TRANSGENDER MAN A term used to describe someone who is assigned female at birth but identifies and lives as a man.

TRANSGENDER WOMAN A term used to describe someone who is assigned male at birth but identifies and lives as a woman.

INTERSEX A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female, or non-binary.

GENDER DYSPHORIA Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

GENDER NON-CONFORMING Someone who does not conform to stereotypical gendered expectations.

PRONOUN words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

For an extensive glossary of key terms that is updated regularly, https://www.stonewall.org.uk/help-advice/faqs-and-glossary/list-lgbtq-terms

Examples of Homophobic, Biphobic and Transphobic Bullying and Language

(Taken from Stonewall.org.uk)

This list offers some examples that may be useful, alongside the glossary and child-friendly explanations, when explaining homophobic, biphobic and transphobic bullying to other staff, learners, parents, and carers.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs, or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay.

Homophobic bullying can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. Homophobic bullying may be targeted at children or young people who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi.

Homophobic bullying can be targeted at children and young people who have lesbian, gay or bi family members, and those who do not conform to gender stereotypes or are seen to be 'different' in some way, regardless of whether the person is lesbian gay or bi.

For example:
- a boy repeatedly being called 'gay' for holding hands with another boy.
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other learners because she has short hair.
- a boy who is picked on for being gay at break-times because he doesn't want to play football – 'He must be gay if he doesn't like football'.
- a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs, or views about, or behaviours towards, bi people. This can also include denying somebody's bi identity or refusing to accept it.
Biphobic bullying may be targeted at children and young people who are openly bi, those who are questioning their sexual orientation, or who are suspected of being bi. Biphobic bullying is also often targeted at children and young people who have bi family members.
Biphobic bullying may target children and young people with negative stereotyping (for example suggesting that they are greedy) or imply that being bi is a phase.

For example:
- a bisexual learner receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
- a learner who is questioning their sexual orientation repeatedly being asked probing or intimidating questions such as 'you're not allowed to fancy boys' and girls' or 'why can't you be normal and just pick boys or girls?

Transphobic bullying is bullying based on prejudice or negative attitudes, views, or beliefs about, or behaviours towards, trans people, including non-binary people. This can also include denying somebody's gender identity or refusing to accept it. Transphobic bullying affects children and young people who are trans, including non-binary young people.

It can also affect those who are questioning their gender identity as well as children or young people who are not trans but do not conform to gender stereotypes.

Transphobic bullying can also be targeted at children or young people who have trans or non-binary family members.

For example:
- Learners pestering a young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'
- a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes.
- A boy who tells his friends that his dad is now his mum suffers other learners laughing and repeatedly telling him 'That can't happen – your dad's a freak'.

Homophobic Language
Homophobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived lesbian or gay identity, or because they have lesbian or gay family members or friends. Bi people can also be targeted by homophobic language if somebody thinks that they are lesbian or gay. Homophobic language can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. For example – 'that's so gay' or 'you're so gay'; 'those trainers are so gay' – someone calling another learner a 'dyke' or 'faggot'.

Biphobic Language
Biphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived bi identity, or because they have bi family members or friends. This can also include denying somebody's bi identity or refusing to accept it. For example – shouting 'bi-bi' – referring to a bisexual person as 'greedy' or 'attention-seeking.'

Transphobic Language
Transphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived trans or non-binary identity, or because they have trans or non-binary family members or friends. This can also include denying somebody's gender identity or refusing to accept it. For example – referring to someone as a 'tranny' – 'That long hair makes you look like a right gender bender!' – referring to someone as 'it' or 'he-she'.

Sexist Language
There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category. For example – The word 'girl' is sometimes used to mean that something or someone is rubbish or less worthy. – 'Don't be such a girl' or 'you kick like a girl'.

Appendix 6

Three Bridges
SCHOOL

A definition of Bullying

Bullying is when:
* There is a deliberate intention to humiliate or hurt.
* It is regular and constant.
* The power balance makes it hard for the victim to defend themselves.

Types of Bullying

Physical: Anything which involves aggressive contact. This also includes vandalism of an individual's property.
Verbal: Name calling, threatening verbally, spreading rumours, using derogatory or offensive language.
Psychological: Excluding someone or ignoring people.
Cyber: This is carried out through text messages, social media, emails or phone calls. It can be hurtful or threatening.

Hate Crime

"A crime, typically one involving violence, that is motivated by prejudice on the basis of ethnicity, religion, sexual orientation or similar grounds."

Prejudice

Any language used by a person based on the following:
Homophobic language
Racist language
Transphobic language
Disablist language.

Three Bridges bullying initiatives.

Here at Three Bridges Education Centre, we take a no tolerance approach to bullying. Everyone is treated equally and with respect.

We have an anti-bullying policy which is available through our website, and there is an accompanying student-friendly policy which all students are aware of.

Our broad and balanced curriculum gives students the opportunity to learn about bullying and what they can do to respond.

There is a code of conduct which all students read and agree to at the start of every term.

What should I do if my child is being bullied?

Speak to an LSA, HLTA or teacher in the first instance.

A teacher will refer to the policy. They will address the issue.

If the bullying still continue the issue will be escalated to the headteacher.