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Anti-Bullying Policy and Procedures

Mission Statement

To inspire our family of schools to provide opportunities for our pupils, staff and leaders to be the best they can be; to create a passion for lifelong learning; to enable our pupils to become kind, confident and impactful world citizens.

A Statement of Purpose

Empower Learning Academy Trust (ELAT) is committed to providing a caring, friendly and safe environment for all of our pupils to enable them to learn in a kind, safe and secure atmosphere.

Within the Trust, bullying of any kind is unacceptable.

If bullying does occur, pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

We are a SHARING Trust. This means that anyone who knows that bullying is happening is expected to share this with a member of staff.

Aims of Policy

- To emphasise that bullying, of any type, will not be tolerated.
- To ensure that all trustees, governors, teaching and non-teaching staff, pupils and parents/carers understand what bullying is.
- To ensure that all trustees, governors and teaching and non-teaching staff understand the Trust's policy on bullying and implement it when bullying is reported.
- To ensure that all pupils and parents/carers understand the Trust's policy on bullying, and what they should do if bullying arises.
- To ensure that each Academy within the Trust will take incidents of bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.

Guiding Principles

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

The Trust recognises that bullying may be motivated by prejudice related to protected characteristics under the Equality Act 2010 and will record and respond appropriately to such incidents.

It can take many forms and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying – bullying via mobile phone or online

(Bullying at school: Bullying - a definition - GOV.UK (www.gov.uk)

We are committed to helping children to achieve more in our Academies.

Bullying is a barrier to learning for all concerned. It impacts upon healthy relationships, teaching and learning for whole class groups and ultimately, if unchallenged, upon all of our pupils' attainment and wellbeing.

We believe:

• Everyone has the right to feel welcome, secure and happy.

• We teach and model consideration, kindness and respect for others.

• We have a responsibility to ensure that school is a safe place to be.

• Feeling unsafe or at risk is a barrier to learning and working effectively.

• We have an obligation to intervene if a child's safety is compromised (see Child Protection Policy).

What can bullying look like in any school?

Emotional	Excluding someone else e.g. exclusion of someone from friendship group.
Physical	Pushing, kicking, hitting or any use of violence against someone else.
Racist	Focusing on issues of race or culture including the promotion of the idea that one race is socially superior to another.
Sexual	Unwanted physical contact or sexually abuse comments e.g. sexting.
Sexuality	Focusing on the issue of sexuality.
Gender identity	Focusing on the issue of gender/transphobic bullying.
Verbal	Name calling, sarcasm, spreading rumours, teasing.
'Difference' focused	Often targeted against children and young people perceived to be 'different' through being, for example: Special Educational Needs (SEN), gifted, having social communication issues, disabled, from a Traveller background, English as an Additional Language (EAL), a carer, from different social or economic background isolating them from peers, Looked After Children etc.
Online / Cyber	The Trust recognises that bullying can take place online, including through anonymous platforms, AI-generated content, image manipulation, gaming platforms and social media. Online bullying will be treated with the same seriousness as face-to-face bullying and may also be managed under safeguarding procedures where appropriate Examples include:

- Sending threatening or abusive texts, messages, (including 'personal status') or e-mails, personally or anonymously.

- Posting insulting comments about someone on a website, social networking site (e.g. Facebook, Twitter, Instagram, Snapchat, etc)

- Making or sharing derogatory, embarrassing or sexually explicit videos or pictures including sexually explicit pictures of yourself.

Religious Focusing on religious differences or trying to enforce your beliefs on others.

Disability / SEN Focusing on disability or special educational need.

What are the possible signs and symptoms of bullying in pupils?

- Doesn't want to go on the school / public bus.
- Begs to be driven to school.
- Is frightened of walking to and from school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Becomes aggressive, disruptive or unreasonable.
- Starts stammering.
- Attempts or threatens suicide, runs away or self-harms.
- Cries himself/herself to sleep at night, has nightmares and or any change of sleep patterns.
- Feels ill in the morning.
- Begins to perform poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money.
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- 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, mobile phone or suddenly stops social gaming.
- Is nervous and jumpy when a cyber message is received.
- Exhibits any change in behaviour/characteristics.

School-specific procedures to be followed when a case of bullying has, or is believed to have, occurred.

Expected Outcomes:

The bullying pupil(s) will be engaged in a programme of consequences for their actions.

These consequences may typically include sanctions, a mediation or restorative justice meeting, repairing harm done, and following through on a practical agreement of further actions to prevent re-recurrence of the bullying behaviour.

Parents/carers of the bullied and bullying student(s) will be informed as early as possible and kept informed at the different steps of the process of dealing with the behaviour.

In serious cases, suspension / permanent exclusion will be considered, and other agencies (e.g. Police, Behaviour Support Service, FAP, Social Care) may be involved. Where a Looked After Child is involved, the Local Authority will be informed as early as possible in the process.

A contract could be drawn up and signed by all those involved.

Where possible, the targeted pupil(s) will be invited to play an active part in this process, if the lead staff member feels that this involvement will be helpful to the pupil (e.g. building an agreement as part of a restorative process and/or encouraging a positive self-image as an active participant in solving a problem, rather than remaining a passive target.) This can also help to improve the relationships in class and build the self-esteem of the target child. They must not be encouraged to meet the bullying pupil without preparatory work being done with both parties individually beforehand.

Relationships between the pupils concerned should improve and the class be helped to become calmer, improving the learning environment. Subsequent meetings can be held to ensure that agreements are being kept and to alter anything that is out of date.

Parents/carers will be reassured that something is being done and that their child is happier, and in the case of the bullying student, that they have been treated fairly.
After the incidents have been investigated and resolved, each case will be monitored by lead staff to ensure repeated bullying does not take place.

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Monitoring and Review:

Statistics will be produced to monitor the effectiveness of the anti-bullying strategy and the impact of the programme of consequences in preventing recurrences of the behaviour, for individuals, classes and Year groups / Houses.

We will:

- Monitor, evaluate and review our anti-bullying policy on a regular basis led by pastoral leaders and reported regularly.
- Identify trends and patterns and respond with local or global interventions accordingly, paying particular attention to the impact on groups with protected characteristics.

- Support staff to identify and tackle bullying appropriately.

- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students.

- To learn from anti-bullying good practice elsewhere and relevant statutory/voluntary organisations when appropriate.

- All instances of bullying are logged by the schools and monitored for patterns or trends.

- Report the data, trends, actions and their impact to the trust networks, local relevant governance committees and trust board.

Related Policies:

Safeguarding and Child Protection Policy

Online Safety Policy

Behaviour Policy

Appendix One: Local Variations

Hall Mead School

Procedures	• Students should report any perceived bullying incidents or behaviour towards them or their peers to their Form Tutor, Head of Year (HoY) or any member of staff of their choosing (their trusted adult). • The staff member will get the student to produce their account of the incident or will direct them to the Pastoral Hub to do so. The account will be scanned and added as a document to MyConcern where a new concern will be opened for the incident(s). The relevant Head of Year or Pastoral Manager will gather any additional witness accounts indicated, from staff and/or student(s). This would include taking screen shots or photos of screen shots of any online content or messaging that is a vehicle for the alleged bullying. • When the incident is raised on MyConcern, it will be triaged and categorised by the DSLs. This ensures that, in cases of bullying, all incidents will be recorded correctly and held centrally. Subsequent developments should be added to this record. • The pastoral team will decide who the lead staff member will be for the incident, usually the HoY. *(NB – if after investigation the incident is not defined as bullying, the behaviour policy of the school is enacted, and the incident is dealt with in the appropriate way.)* • Lead staff form a plan to respond to and investigate the incident and resolve the problem. The lead also keeps contact with all concerned, ensuring that everyone is kept informed, including the student, the parents/carers and appropriate authorities where needed. • Parents/carers will be informed, unless to do so would place a child in danger. If this is the case the incident will be reported to the school's Designated Safeguarding Leads (Mrs Afteni/Mrs Fanning) who will follow Safeguarding Procedures. Otherwise, parents/carers will normally be asked to attend a meeting (virtually/in person/telephone) to discuss the problem. • The child(ren) being bullied will be reassured they are safe and will be supported. They will receive follow up care and check ins and reoffered any other support they may have not wanted before. • Sometimes it is appropriate to keep students apart whilst an investigation is conducted; this helps provide reassurance to students giving their accounts and helps safeguard all parties. This does not indicate pre-judgement or blame and is not part of any response which would come later as needed.

	• If necessary and appropriate, police and other agencies will be consulted, including the local Ward Officers from the Metropolitan Police. • Lead staff will be responsible for ensuring the investigation progresses, for updating and maintaining the school MyConcern record of how the problem is being resolved, and the steps being taken. These may include: communication with students and parents, information shared with wider staff for awareness, communication with outside agencies if applicable and summaries of restorative conversations, meetings and shared student agreements. • A range of responses are available to lead staff for both/all parties. For the perpetrator(s), as well as serving a proportionate response, they will also need support to reflect on the effects of their actions if they are to modify their behaviour and change. This requires an understanding of the effects of their actions on those targeted and the impact on themselves and the wider school community. This may include: sessions with relevant staff, mentoring, work with outside agencies or referrals onto more specialist services.
Prevention	Hall Mead School will: • Actively uphold and promote the Academy's values of 'Being kind' and 'Valuing difference', choosing a positive emphasis on these as the counter to, and preventer of, bullying. • Work with teaching staff, the wider Academy community and outside agencies to understand the forms of prejudice-driven bullying and their impact. • Actively provide opportunities within the form time SMSC, assemblies and PSCHE curriculum to develop students' social and emotional skills, empathy and their awareness of what bullying is and what they should do if they see it or experience it. • Consider all opportunities for promoting kindness and preventing/addressing bullying including through the curriculum, via displays, peer mentoring, assemblies, visiting speakers and workshops, drop-down days and Student Voice work. • Actively create "safe spaces" for vulnerable children within the Academy. • Work with parents/carers and the local community and its groups/agencies to address issues and spaces beyond the school gates that could give rise to bullying. • Use Smoothwall software to filter and monitor student activity on computers and highlight both potential victims and perpetrators.
Involvement of Students	Hall Mead School will: • Regularly seek students' views on their perception of safety and wellbeing in school and the extent and nature of bullying.

	• Ensure students know how to express worries and anxieties about bullying. • Maintain supervision of the 'post boxes' around school where concerns can be posted. • Ensure all students are aware of the range of responses which may be applied against those found to be engaging in bullying. • Involve students in anti-bullying campaigns. • Publicise the details of helplines, websites and where support is available both internally to students and externally to parents and carers. • Offer support to students who have bullied in accordance with their wishes. This includes internal support, mentoring and monitoring as well as referrals to partner agencies, use of workshop providers and any other options available at the time. • Work with students who have been bullying in order to address the cause of the behaviour and share actions and strategies with parents/carers. • Ensure there is a regular dialogue with School Voice. • Promote the school's kindness and anti-bullying agenda in assemblies and the form time SMSC programme, by organising workshops/outside speakers to visit and providing opportunities for students to take part in charity and community work that promotes empathy and compassion.

Brittons Academy

Procedures	Students should report any perceived bullying incidents or aggressive/threatening behaviour towards them to their Form Tutor (FT), Head of Year (HOY), Support and Guidance Managers (S&GM), SLT or a member of staff of their choosing. The staff member will take the students account of the incident as reported from the target and or witnesses or will print and save it if it involves cyber bullying or any aggressive behaviour online/on phones. The staff member then informs the student's SGM/HOY and SLT and passes on the record of the incident for central recording as bullying. • This ensures that, in cases of bullying, all incidents will be recorded by staff and records will be held centrally. Subsequent developments can be added to this record. • The S&GM/HOY/SLT will respond to and investigate the incident and resolve the problem. The S&GM also keeps contact with all concerned, ensuring that everyone is kept informed, including parents/ carers/appropriate authorities. *NB – if the incident is not defined as bullying, the behaviour policy of the school comes into play and the incident is dealt with in the appropriate way.* • Parents will be informed unless to do so would place a child in danger. If this is the case the incident will be reported to the school's Designated Safeguarding Lead (DSL) who will follow Safeguarding Procedures. Otherwise, parents/carers will normally be asked to attend a meeting to discuss the problem. • The student(s) being bullied will be made safe and the bullying student(s) will be isolated in school. • If necessary and appropriate, police and other agencies will be consulted. • The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly. Lead staff will be responsible for ensuring the process progresses, for updating and maintaining the central record (bullying log) of how the problem is being resolved, and for finally signing off the report of outcomes and monitoring agreements made about future behaviour connected with the incident. • The SG&M will arrange for mediation to take place, where appropriate, and restorative justice will take place for persistent bullying. In some cases, there may be the need for a risk assessment to be put in place and shared with all stakeholders.

	• The process of consequences is designed to help the bullying student(s) recognise and change their behaviour and to support the targeted student(s). Students who bully need a clear description of how their behaviour is affecting them as well as others, if they are to change. Habitual behaviours may not even be recognised or understood as bullying by the bully, and may be difficult to break without clear self-interest in the outcome. Positive attention during and especially following the process is vital for the success of any programme which aims to change behaviour.
Prevention	The Brittons Academy will: • Work with staff, the wider Academy community and outside agencies to identify all forms of prejudice driven bullying. • Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. • Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, form period and the Student Voice. • Actively create "safe spaces" for vulnerable children: Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying. • Use Smoothwall to filter and monitor student activity on computers and highlight potential victims and perpetrators.
Involvement of Students	The Brittons Academy will: • Regularly canvas students' and parents' views on the extent and nature of bullying. • Ensure students know how to express worries and anxieties about bullying. • Ensure all students are aware of the range of responses which may be applied against those engaging in bullying. • Publicise the details of helplines, websites and where support is available to students and parents/ carers. • Offer support to students who have bullied. • Work with students who have been bullying in order to address their problems, and where appropriate parents/ carers. • Ensure there is regular dialogue within the School Council.

Bower Park Academy

Procedures	Students should report any perceived bullying incidents or aggressive/threatening behaviour towards them to their Form Tutor, Head of Year (HOY) or a member of staff of their choosing. The staff member will take a statement of the incident as reported from the target and or witnesses, or will print and save it if it involves cyber bullying or any aggressive behaviour online/on phones. The staff member then informs the student's year team. • This ensures that, in cases of bullying, all incidents will be recorded by staff and records will be held centrally. Subsequent developments can be added to this record. • The year team will respond to and investigate the incident and resolve the problem. The year team also keeps contact with all concerned, ensuring that everyone is kept informed, including parents/ carers/appropriate authorities. *NB – if the incident is not defined as bullying, the behaviour policy of the school comes into play and the incident is dealt with in the appropriate way.* • Parents/carers will be informed unless to do so would place a child in danger. If this is the case the incident will be reported to the school's Safeguarding Team who will follow Safeguarding Procedures. Otherwise, parents/carers will normally be asked to attend a meeting to discuss the problem. • The student(s) being bullied will be made safe and the bullying student(s) will be isolated in school. • If necessary and appropriate, police and other agencies will be consulted. • The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly. Lead staff will be responsible for ensuring the process progresses, for updating and maintaining the central record of how the problem is being resolved, and for finally signing off the report of outcomes and monitoring agreements made about future behaviour connected with the incident. • The year team will arrange for mediation to take place and/or restorative justice for persistent bullying issues. • The process of consequences is designed to help the bullying student(s) recognise and change their behaviour and to support the targeted student(s). Students who bully need a clear description of how their behaviour is affecting them as well as others, if they are to change. Habitual behaviours may not even be recognised or understood as bullying by the bully, and may be difficult to break without clear self-interest in the outcome. Positive attention during and especially following the process is vital for the success of any programme which aims to change behaviour.

Prevention	Bower Park Academy will: • Work with staff, the wider Academy community and outside agencies to identify all forms of prejudice driven bullying. • Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience. • Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, tutor period and the Student Voice. • Actively create "safe spaces" for vulnerable children: Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying. • Use Smoothwall to monitor student activity on computers and highlight potential victims and perpetrators.
Involvement of Students	Bower Park Academy will: • Regularly canvas students' views on the extent and nature of bullying. • Ensure students know how to express worries and anxieties about bullying. • Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying. • Publicise the details of helplines, websites and where support is available to students and parents/ carers. • Offer support to students who have bullied. • Work with students who have been bullying in order to address their problems, and where appropriate parents/ carers.

Hacton Primary School

HACTON PRIMARY SCHOOL

Procedures	• We recognise that each incident of bullying needs to be treated according to the needs of the pupil(s) involved. However, we have the following guidelines that we follow: • The child who is being bullied will be asked for their description of the events and an explanation of how they feel about the situation. This conversation will be between the child and an adult that they feel comfortable with and can trust. Further evidence about the event(s) may be gathered from other adults or children. • The pupil accused of displaying bullying behaviour will be talked to, in the first instance, by their class teacher. If incidents continue, the Headteacher will talk to all pupils involved. If appropriate, class discussions in circle time/PSHE lessons will take place. • The pupil displaying bullying behaviour will be guided to think about his/her actions. This could involve discussions with the class teacher and/or Headteacher. • Finally, if there is no change, the Headteacher will contact parents and a meeting will be held to discuss the situation and how it can be rectified. • All actions will be recorded on our MyConcern platfrom..
Prevention	• Work with staff, the wider Academy community and outside agencies to identify all forms of prejudice driven bullying. • Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience through circle times, RSHE and assemblies. • Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, a 'Buddy' system and Student Voice. • Actively create "safe spaces" for vulnerable children. • Work with parents/ carers and the local community to address issues beyond the school gates that give rise to bullying. • Use Smoothwall to filter and monitor student activity on computers and highlight potential victims and perpetrators.
Involvement of Students	• Regularly discuss bullying as a school community so that children are aware of the support systems in place.

	• Ensure there is a regular dialogue with the School Council and Wellbeing Ambassadors. • Ensure students know how to express worries and anxieties about bullying. • Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying. • Involve students in anti-bullying campaigns. • Publicise the details of helplines, websites and where support is available to students and parents/ carers. • Offer support to students who have been bullied. • Work with students who have been bullying to understand their behaviour and actions and where appropriate, parents/ carers. • Promote the school's anti-bullying agenda in assemblies and within the curriculum. • Support provided through ELSA where appropriate.

Ardleigh Green Infant School

ARDLEIGH GREEN
INFANT SCHOOL

Procedure	Our children are made aware that as a school we do not tolerate any child making another child's life unhappy and they are encouraged to discuss any concerns or worries as it arises with an adult. We have the following guidelines that we will follow: ● Teacher informed regarding alleged act of bullying either by a child or parent. ● The child who is being bullied will be asked about their description of the events and how they are feeling. It is important that they are fully involved in deciding the future course of action and not made to feel frightened or intimidated. This will take place as soon as possible after a case of bullying is reported. ● Allegations investigated and the pupil displaying bullying behaviour will be spoken to in the first instance by the class teacher and if repeated, the Headteacher. ● Situation will be monitored and if there is no change, the Headteacher will contact parents and convene a meeting to discuss the situation. All inappropriate behaviour will be recorded on our online platform.
Prevention	● Work with staff, the wider Academy community and outside agencies to identify all forms of prejudice driven bullying. ● Actively provide opportunities to develop pupils' social and emotional skills, including their resilience by promoting our Learning Behaviours - the 5Rs. ● Consider all opportunities for addressing bullying including through the curriculum, displays and assemblies ● Actively create "safe spaces" for vulnerable children. ● Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying. ● The importance of showing Care Concern and Consideration towards others and the impact of bullying on other children regularly forms the basis of Assemblies, Class Discussions and PSHE lessons. ● Use Smoothwall to filter and monitor student activity on computers and highlight potential victims and perpetrators.
Involvement of Students	● Regularly discuss bullying as a school community so that children are aware of the support systems in place. ● Ensure there is a regular dialogue with the School Ambassadors

	● Ensure students know how to express worries and anxieties about bullying ● Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying and involve students in anti-bullying campaigns eg Odd Socks Day ● Publicise the details of helplines, websites and where support is available to students and parents/ carers. ● Offer support to students who have been bullied. ● Work with students who have been bullying to understand their behaviour and actions and where appropriate, parents/ carers. ● Promote the school's anti-bullying agenda in assemblies and within the curriculum.

Ardleigh Green Junior School

ARDLEIGH GREEN
JUNIOR SCHOOL

Procedure	Our children are made aware that as a school we do not tolerate any child making another child's life unhappy and they are encouraged to discuss any concerns or worries as it arises with an adult. We have the following guidelines that we will follow: ● Teacher informed regarding alleged act of bullying either by a child or parent. ● The child who is being bullied will be asked about their description of the events and how they are feeling. It is important that they are fully involved in deciding the future course of action and not made to feel frightened or intimidated. This will take place as soon as possible after a case of bullying is reported. ● Allegations investigated and the pupil displaying bullying behaviour will be spoken to in the first instance by the class teacher and if repeated, the Headteacher. ● Situation will be monitored and if there is no change, the Headteacher will contact parents and convene a meeting to discuss the situation. All inappropriate behaviour will be recorded on our online platform.
Prevention	● Work with staff, the wider Academy community and outside agencies to identify all forms of prejudice driven bullying. ● Actively provide opportunities to develop pupils' social and emotional skills, including their resilience by promoting our 5Rs ● Consider all opportunities for addressing bullying including through the curriculum, displays and assemblies ● Actively create "safe spaces" for vulnerable children. ● Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying. ● The importance of showing Care Concern and Consideration towards others and the impact of bullying on other children regularly forms the basis of Assemblies, Class Discussions and PSHE lessons. ● Use Smoothwall to filter and monitor student activity on computers and highlight potential victims and perpetrators.
Involvement of Students	● Regularly discuss bullying as a school community so that children are aware of the support systems in place. ● Ensure there is a regular dialogue with the School Ambassadors ● Ensure students know how to express worries and anxieties about

	bullying eg through the use of our Worry Box ● Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying and involve students in anti-bullying campaigns eg Odd Socks Day ● Publicise the details of helplines, websites and where support is available to students and parents/ carers. ● Offer support to students who have been bullied. ● Work with students who have been bullying to understand their behaviour and actions and where appropriate, parents/ carers. ● Promote the school's anti-bullying agenda in assemblies and within the curriculum.

Appendix Two: Signposting

1	Bullying at School
2	Anti-Discrimination Law
3	Complaints
4	Where to get help and advice

1. **Bullying at School**

The Empower Learning Academy Trust will follow the following advice:

https://www.gov.uk/bullying-at-school

2. **Anti-Discrimination Law**

All schools must also follow the Anti-Discrimination Law.

This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales, and most schools in Scotland. The guidance can be found at:

https://www.gov.uk/discrimination-your-rights

3. **Complaints**

You can complain if you think a school within the Trust has not dealt with your concerns appropriately. Please contact the school directly and ask for a copy of the school's local Complaints Policy and Procedure.

The Empower Learning Academy Trust uses the following Complaints Policy and Procedure:

https://www.elatschools.co.uk/wp-content/uploads/ELAT-Policy-Complaints-Trust.pdf

4. Where to get help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

Anti-Bullying Alliance	https://anti-bullyingalliance.org.uk/
Bullying UK	https://www.bullying.co.uk/
Childline	https://www.childline.org.uk/info-advice/bullying-abuse-safety/
The Diana Award	https://diana-award.org.uk/

Internet Matters	https://www.internetmatters.org/issues/cyberbullying/
Kidscape	http://www.kidscape.org.uk/
The UK Safer Internet Centre	https://www.saferinternet.org.uk/
UK Council for Child Internet Safety (UKCCIS)	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis