



# Anti - Bullying Policy

## January 2023

Approved by Chair: \_\_\_\_\_

Review Date: \_\_\_\_\_



## **Anti-Bullying Policy**

This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, PSHE Policy and the Relationship, Behaviour Policy.

### **Rationale**

It is our aim at SHINE Academies to create an environment which encourages and reinforces good behaviour, respect and self-discipline. It is acknowledged that society expects good behaviour as an important outcome of the educational process. At SHINE Academies, we believe it is the right of all pupils, staff and parents to expect appropriate behaviour, conducive to effective learning and teaching. In order to operate and function efficiently and safely, the Trust has a firm and fair approach to behaviour, taking into account the needs and backgrounds of all our pupils.

### **School Motto and Rules**

**‘Make the most of this opportunity.’**  
**‘Work hard, work together and work in a way which makes you proud!’**

### **Key Principles**

Bullying is a safeguarding issue that affects a pupil’s physical and emotional well-being and safety and will be treated as such at Northwood Park Primary. To eradicate bullying, all members of the Northwood Park Primary community must be vigilant and report any instances in line with the Behaviour Policy, particularly if the issue appears to have been unsuccessfully resolved in the past and there has been a recurrence. We can only act upon incidents of bullying if we know about them. Whilst we would want all our pupils to be assertive and robust, retaliation and in particular acts of physical retaliation are invariably counterproductive and are likely to escalate matters further.

Bullying hurts and at Northwood Park Primary no-one has to accept being treated badly. Moreover, our pupils have the right to be and feel safe. We recognise the negative impact bullying has on the performance and well-being of both the victim and the bully. We want to establish a safe and positive environment, which provides all of our pupils with every opportunity for success. We consider bullying to be completely unacceptable no matter what form it takes or what excuses are given to justify it.

Any form of racist bullying or involving protected characteristics (age, disability, gender reassignment, race, religion or belief, sex and sexual orientation) will be dealt with as part of our Public Sector Equality Duty. We recognise our responsibility to respond promptly and effectively to any incidents of bullying. We seek to empower everyone to report any instances in which a pupil (or any other member of our community) is at risk of harm and to have confidence that we will do something about it.

As such we are committed to:

- ensuring that the safety and well-being of the pupils in our care remain paramount importance
- compliance with the Law
- maintaining and developing an Anti-Bullying Policy that is respected and practised by all members of the School
- setting out effective opportunities for bullying to be reported and empowering our stakeholders to do so with confidence
- setting out a range of sanctions and support to address and eradicate incidents of bullying
- creating a structure to support victims of bullying and to provide them with strategies to deal with future incidents of bullying that may occur in their lives
- assisting perpetrators in modifying their behaviour
- helping those who witness bullying to develop the necessary confidence and skills to challenge it
- promoting and fostering strategies that create an environment in which bullying is less likely to take place

## **The Laws**

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

**The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006** provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

**The Education (Independent School Standards) Regulations 2014** provides that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims.

It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

Schools are required to comply with the new Equality Duty.

The Act also makes it unlawful for the school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

### **Safeguarding children and young people**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

## **Bullying outside the school premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of the school staff.

This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in another part of the city. Where bullying outside school is reported to school staff, it will be investigated and acted on.

The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## **What is Bullying?**

**“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”**

*Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)*

**‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace’**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Bullying is not when two people have a disagreement or fall out; it is 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' ([Anti-Bullying Alliance](#)).

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; we have to make their own judgements about each specific case.

**Bullying often falls into one or more categories:**

- Physical: hitting, kicking, the use of violence, stealing belongings etc. Emotional: being intentionally rude or unfriendly, threatening looks or gestures, spreading rumours etc.
- Verbal: name calling, insulting, teasing, sending distressing notes or messages
- Cyber: the use of technology such as texting, internet chat rooms, social media and telephone calls

Furthermore, it can be based around characteristics such as race, religion, gender, gender orientation or Special Educational Needs. There may also be trends as a consequence of fashion, current affairs and media campaigns or reporting.

**Bullies tend to fall into three categories:**

- Aggressive bullies, who act alone or in gangs
- Anxious bullies, who are intimidated by others into bullying
- Victim bullies, who may bully at school but are victims in other areas of their lives.

Furthermore, the following roles can usually be identified during incidents of bullying:

- Ring leaders, who dominate others and rely on social power to bully
- Associates, who join in, sometimes for fun but who are often afraid of the ring-leader
- Bystanders, who let it happen because they are unable or unwilling to do anything
- Defenders, who try to stop the bullying from happening

**Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber bullying can take place 24/7 with no refuge at home. Content may stay online forever. The bully may

have a perception of anonymity and may become more likely to bully online. There may be distressing incidents of “sexting” or “trolling”.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

There is sometimes confusion, particularly amongst pupils, about what constitutes bullying. It is important that we teach them both what bullying is and what bullying is not. In particular, it is not a simple disagreement between two people, a difference of opinion or someone just being nasty or anti-social from time to time.

Although the primary purpose of this policy is to ensure the safeguarding of the pupils in our care, bullying of other members of our school community could also occur including: the bullying or attempted bullying of staff by parents, carers or possibly pupils or the bullying or attempted bullying of parents by pupils, other parents or staff. We must all be vigilant to report all incidents of bullying since we cannot expect to safeguard our pupils if occurrences of bullying remain unchallenged and unaddressed in other areas of our school community.

### **Factors to help determine if incident constitutes bullying**

Incident was bullying if all 3 warnings below are confirmed:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for coercion)

All reports will be investigated fully, and all incidents dealt with sensitively and appropriately no matter the outcome of the investigation. Staff will endeavour to ensure that pupils are happy and feel safe in school and will refer to the Behaviour Policy.

### **Signs to Look For**

Whilst we must all make every effort to empower our pupils to report any instances of bullying, we cannot rely on this alone. In particular, we must all look out for and report the following signs that a pupil might have become a victim of bullying, such as:

- Physical marks, such as cuts and bruises
- Frequent loss or damage to clothes or property
- Frequent loss of money
- Frequently asking for money
- Stealing money or other items such as cigarettes
- An unwillingness to come to school
- Becoming withdrawn, anxious or suffering from low self esteem
- A developing stammer
- Not eating
- Self-harm
- Suddenly becoming aggressive or unreasonable
- Running away, or attempting to
- Crying his/herself to sleep
- Nightmares & bed wetting
- Complaints of stomach aches, headaches or non-specific illnesses
- Regularly feeling ill in the morning or at school
- Changes to a pupil's usual routine
- Bullying other pupils or siblings
- Deterioration progress in work
- Jumpy when texts or e-mails arrive
- Improbable excuses for any of the above



## **General Strategies**

Our anti-bullying strategies are based on prevention and intervention and review. To ensure their effectiveness:

- We have a collectively agreed definition of bullying
- We have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff
- Our school rules are regularly promoted in assemblies and displayed throughout the school
- When incidents do occur, they are dealt with quickly
- We endeavour to ensure that our policies, interventions and responses are clearly communicated and understood by pupils, parents, and staff
- Our pupils are proactively supervised at all times during the school day
- Involvement in Anti Bullying lessons and workshops including Anti Bullying Week annually
- We take care to ensure that our physical environment and day to day procedures do not lend themselves to bullying (For example, we ensure that pupils do not enter areas of the school premises, where they cannot be seen by an adult).
- We ensure that personal data is kept and sent securely and is destroyed when no longer needed
- Peer mentoring and Play Leaders
- Student Voice and School Council

Reactive programmes for vulnerable groups or groups involved in bullying, eg:

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

## **Support for parents/carers:**

- Parent groups
- Parent information events/information

## **Support for all school staff**

Staff training and development for all staff including those involved in lunchtime and before and after school activities

**Furthermore, to prevent and to eradicate bullying at Northwood Park Primary, we seek to:**

- Involve parents by seeking their input; ensuring that they know bullying will not be tolerated and ensuring that they have confidence in our ability to resolve any concerns that they may have
- Involve the pupils in our care by ensuring that they understand the part that they can place in preventing and stopping bullying
- Implement fair and reasonable sanctions according to the needs of each individual case
- Ensure that everyone treats each other with respect
- Foster an inclusive and collaborative environment in which we all “look out” for each other
- Provide opportunities to discuss openly differences between people that can become a source of bullying
- Refer to external organisations for resources, support and advice
- Provide workshops and training for all members of our school community
- Ensure that we have clear systems for reporting bullying and that everyone knows how to use them
- Participate in projects and initiatives to eradicate bullying
- Celebrate our individual and collective successes
- Seek external recognition of our success through participating in nationally recognised award schemes
- Advertise external sources of support for those who have experienced bullying incidents
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school’s policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils

## **Disclosures and Reporting of Bullying**

At Northwood Park Primary, we provide a range of opportunities for the reporting of bullying.

- Pupils are regularly encouraged to discuss any concerns with any member of staff with whom they feel comfortable.
- We provide a Family Support Team, who can see pupils and/or parents at short notice and who are vigilant to any changes in behaviour.
- Pupils can report incidents anonymously through dedicated confidential “Worry Boxes” in their classrooms.
- Parents have easy access to the ‘Bullying Report’ from the main office, which they can complete if concerned. These get passed on immediately to the Phase Leader who will undertake an investigation.
- Parents and Carers may make an appointment with the Head Teacher or a member of the Senior Leadership Team to report incidents or express concerns.
- Staff report any incidents to the Leadership Team, Head Teacher or members of the Local Governing Body.

**If a pupil discloses to an adult that he/she has been bullied, the adult should:**

- Keep calm (getting angry will only increase a pupil’s anxiety)
- Praise the pupil for telling him/her
- Not jump in immediately with advice or try to solve the problem
- Listen to and write down what the pupil says
- Collect any evidence, such as texts, e-mails, damaged property
- Establish the location, frequency and perpetrators of the incident
- Establish whether there is any imminent risk to the pupil and report this to the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) if there is using the CP concern form
- Reassure the pupil that he/she has done the right thing by telling you and that you will make sure that he/she is safe
- Explain that he/she will have to tell others to make sure they are safe
- Report the incident to the Leadership Team and complete a ‘Bullying Report Form’. Ensure that he/she receives feedback so that he/she knows that the incident has been dealt with appropriately

**Procedures to Report an Incident of Bullying**

1. Report bullying incidents to staff or Anti-Bullying Ambassadors or SLT and complete a ‘Bullying Form’
2. Completed ‘Bullying Form’ given immediately to Phase Leaders to investigate using form 1b
3. Upon completion, Phase Leader will share outcomes with children, parents and teachers involved or pertinent to the case
4. All incidents of reported bullying will be recorded by staff via CPOMs, and hard copies kept in Bullying Folder (in SLT office)

5. In particular cases, parents should be informed and will be asked to come into a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted
7. All incidents, whether found to be bullying or not, will be closely monitored and all parties involved will receive regular check-ins to prevent further incidents which could lead to bullying/continued bullying
8. Where bullying is found, an intervention plan be made to help both the victim/s feel safe in school and the bully/bullies change their behaviour
9. Incidents found to be bullying will be reported to school Governors and if appropriate:
  - Local authority (LA)'s children's social care team (and if appropriate the police) if the school think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm"
  - Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises)

(All appropriate paperwork can be found in the appendices attached.)

## **Responses to Reported Incidents**

We will normally employ a range of responses when we become aware of incidents or potential incidents of bullying:

- Make clear that bullying is unacceptable and which rule has been broken to all of the parties involved.
- All incidents, interviews and subsequent action will be recorded and logged by the member of staff dealing with the incident following the Bullying Reporting System (appendix 1) and all paperwork kept in the 'Bullying Folder' found in the SLT Office with all completed paperwork scanned and logged on CPOMs.
- Inform parents where appropriate.
- Teach strategies to both the victim and perpetrator to manage their behaviour prevent further repetition.
- Establish a formal or informal action plan and review its effectiveness after a reasonable period of time as per 'Bullying Reporting System' found in the appendices.
- The Family Support Team, Inclusion Manager or Leadership Team will refer pupils to the appropriate external agency, where necessary (Educational Psychologist, CAMHs, Counselling etc).
- All parties will be monitored until we are confident that the bullying has stopped and will not be repeated.

- Look to see whether the incident has raised any issues of inclusion and act on these where appropriate.
- Learn from any incidents of bullying and provide both regular training to staff and specific additional training to staff if an incident exposes any gap in staff professional development.
- Actively look for opportunities to teach anti-bullying strategies in our curriculum.
- The Head Teacher, Senior Leadership Team and the Governing Body will review this policy annually in the light of any incidents that have occurred to ensure that this policy remains fit for purpose and is effective in preventing and dealing with incidents or perceived incidents of bullying at school.
- The views of pupils will be sought regularly (or after a significant incident) through the School Council, pupil voice questionnaires, class discussion and small group work.
- The policy will be discussed annually (or after a significant incident) at whole staff meetings.
- We may ask individuals who have raised concerns to work with us to modify our policy so that these concerns are effectively addressed in the future.

In these ways, we seek to ensure a process of consultation and input from all members of our school community in the on-going development and review of our Anti-Bullying Policy and to decide whether or not it is working effectively.

The curriculum committee of the Local Governing Body will meet annually to ensure that appropriate opportunities for consultation and development have been made available to our stakeholders and to agree on any modifications or updates to the policy.

### **Outcomes - Sanctions and Interventions**

In line with the provisions of our Behaviour Policy, for initial bullying incidents, we will normally employ one or more of the following measures:

- Restorative approach. The bully (bullies) may be asked to genuinely apologise and reflect on their actions.
- Sanctions. Other consequences such as those in our behaviour policy may take place.
- Assertive training
- Counselling (Mentor, Learning Manager, SLT, other)
- Use of home / school communication books
- Involvement of external agencies
- Monitoring by Mentor/Learning Manager
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract

- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

For evidence of recurrent or persistent bullying:

- Long term removal from the playground at lunchtime and playtime
- Internal exclusion
- Exclusion from activities
- Referral to External Support Agencies (Youth Offending Team, CFCS etc)
- Fixed Term Exclusion
- Permanent exclusion
- Referral to the Police

## **Vulnerable Pupils**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help

schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

## **Parental Support**

- Parents and carers should talk to their pupil about his/her school day.
- Parents and carers should encourage their pupils to talk about their feelings and express their emotions
- Parents must not approach other parents or pupils following a disclosure of bullying or “take the law into their own hands”.
- Pupils should be encouraged to look after each other and recognise the signs that someone might be a victim of bullying
- Adults should refrain from talking about their own prejudices in front of pupils or behaving in a discriminatory way towards others

## **Responsibility**

Whilst all members of our school community, including staff, parents/carers, pupils and visitors to our schools are responsible for knowing and implementing this policy, it is primarily managed by the Head Teacher, Senior Leadership Team and Family Liaison Team, to whom all incidents, comments and suggestions should be referred.

## **Links with other policies**

- Behaviour Policy
- Safeguarding Policy
- E Safety and Acceptable Use Policy
- Equalities Policy
- Confidentiality Policy
- PSHE Policy
- Complaints Policy

## **Useful organisations**

Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)

Childnet International – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – [www.theredcard.org.uk](http://www.theredcard.org.uk)

**This policy will be reviewed every 2 years unless there are any changes within the Trust.**



## Appendices

### Recommended procedures for responding to all alleged or witnessed bullying incidents:

#### **An incident is reported or witnessed**

When an alleged or witnessed, incident is reported to a member of staff, the person reporting must complete a 'Bullying Incident Report' form found in the main office.



#### **Investigation**

Upon receiving the 'Bullying Incident Report', the incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved. Form 1 should be completed, and Form 1b should be used to investigate the incident which will also provide a log of the evidence identified.



#### **Staff should look for evidence that the behaviour:**

- has occurred before or by its nature has caused repeated experience or the fear of it e.g., cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

#### **and consider**

- whether any aggravating factors such as equalities dimensions have been taken into account and been addressed



#### **Hurtful behaviour has occurred, but it was not identified as bullying**

Further action staff should take:

- Ensure Form 1 has been completed fully
- Identify any harm caused with Form 2b
- Provide support if required to all involved and record on Form 3a & 3b
- Inform parents/carers of the pupils involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary
- Consider the appropriateness of informing the police



#### **Evidence of bullying is found**

Further action staff should take:

- Complete Form 2
- Identify any harm caused with Form 2b
- Provide support to those involved and record on Form 3a for targeted child and Form 3b for the child who bullied
- Inform parents/carers of those involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary and complete Form 4 to inform the local authority
- Consider the appropriateness of informing the police



**Bullying Incidents Report**

Reported by:..... Date:..... Relationship to Child:.....

Date(s) of Incident(s):.....

Time(s) of Incident(s):.....

Location(s) of Incident(s):.....

Details of People Involved:

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Frequency and Duration of Bullying Behaviour:

Once or twice  Other, please specify: .....

Several times a week  .....

Details of Previous Incidents:

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Reported to: .....

For Phase Leader Use Only

After investigation this behaviour has been classified as:

Bullying  Falling out that got out of hand

Behaviour which could develop into Bullying  First hurtful incident between these children

Teasing/banter between friends without intention to cause hurt

Falling out between friends after a quarrel, disagreement or misunderstanding  Other



**Form 1: Initial Investigation into allegation of bullying**

Completed by:  
Position:  
Date:

Form of referral:  
 Bullying Incident Report Form     Letter  
 Phone Call                                     Email

Child(s) name(s) alleged to be experiencing bullying behaviour	Age

Child(s) name(s) alleged to be engaging in bullying behaviour	Age

Reported account:

Details gathered to date: (use Form1b to interview all involved)

Action taken to date: (please tick relevant boxes)

- |   |  |
|---|--|
| <input type="checkbox"/> Checked for earlier incidents involving same pupils                | <input type="checkbox"/> Group discussion with pupils involved   |
| <input type="checkbox"/> Notified class teacher Individual discussions with pupils involved | <input type="checkbox"/> Restorative intervention                |
| <input type="checkbox"/> Group discussion with pupils involved                              | <input type="checkbox"/> Discussion of incident with peers/class |
| <input type="checkbox"/> On-going support/monitoring from staff                             | <input type="checkbox"/> Details of action agreed with pupils    |
| <input type="checkbox"/> Applied sanctions  | <input type="checkbox"/> Parent letter/meeting                   |
- Any additional action taken:

### Factors to help determine if incident constitutes bullying

- Incident was bullying if all 3 warnings below are confirmed:
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
  - Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
  
- Incident was not bullying on this occasion because it was:
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand
  - activities that all parties have consented to and enjoyed (check for coercion)

All reports will be investigated fully, and all incidents dealt with sensitively and appropriately no matter the outcome of this investigation. Staff will endeavour to ensure that pupils are happy and feel safe in school and will refer to the Behaviour Policy.

**Form 3: Focus of bullying behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	<b>Definitely applies</b>	<b>Possibly applies</b>
Age/Maturity		
Appearance		
Size/Weight		
Class/Socio-economic		
Family circumstances (e.g., caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		
Cyberbullying		

Details of any support given:

- Counselling   
  Peer support   
  Referral to external agencies   
  None offered  
 None – offered but refused   
  Referral to CAHMS Other, please specify:

Was alleged bullying confirmed? (please see overleaf)   
 Yes   
 No   
 Insufficient evidence  
 \* If yes, please log details on Form 2 Confirmed bullying report form

Child's name:

Completed by:

Date:

**Form 1b: Supportive script for initial investigation into an alleged incident**

1. Describe what happened?
2. Exactly where and when did the incident take place?
3. Were there any other young people around at the time, if so, who?
4. Was there an adult around at the time, if so, who?
5. Do you know the names of the people who were involved?
6. What were you doing before the incident took place?
7. Can you remember exactly what happened or what was said?
8. What happened next?
9. Has this happened before?
10. What would you like to happen now?

Staff name: \_\_\_\_\_

Date: \_\_\_\_\_

Child's name:

Completed by:

Date:

**Form 2b: Restorative Questions in Response to Challenging Behaviour**

1. Describe what happened?
  
  
  
  
  
  
  
  
  
  
2. What were you thinking at the time?
  
  
  
  
  
  
  
  
  
  
3. Since the incident, what have you been thinking about?
  
  
  
  
  
  
  
  
  
  
4. Who has been affected by what you have done?
  
  
  
  
  
  
  
  
  
  
5. In what way do you think they have been affected?
  
  
  
  
  
  
  
  
  
  
6. What do you think you need to do to make things right?
  
  
  
  
  
  
  
  
  
  
7. How are you going to implement the items above to make things right?

Staff name: \_\_\_\_\_

Date: \_\_\_\_\_



Child's name: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Form 2b: Restorative Questions when someone has been harmed**

1. Describe what happened?
  
  
  
  
  
  
  
  
  
  
2. What did you think when you realised what had happened?
  
  
  
  
  
  
  
  
  
  
3. What impact has this incident had on you?
  
  
  
  
  
  
  
  
  
  
4. Do you think this incident impacted on others and if so, who?
  
  
  
  
  
  
  
  
  
  
5. What has been the hardest thing for you over this incident?
  
  
  
  
  
  
  
  
  
  
6. What do you think needs to happen to make things right?
  
  
  
  
  
  
  
  
  
  
7. How can the items above be implemented and by whom?

Staff name: \_\_\_\_\_

Date: \_\_\_\_\_



**Form 3a: Support provided for targeted child**

(Priority should be given to taking steps to ensure bullied children continue to attend)

**Support provided:** (Separate on-site provision, regular contact with chosen member of staff, restorative process, empowerment education (resilience training), pastoral team support, formal counselling, parental meetings, CAHMS, other)

**Post-incident impact monitoring and further action**

Has the relationship been repaired?

Has achievement/ability to learn been affected? \*

Has there been a change in the pattern of attendance?

Any change in social issues?

Any change in mental or emotional state?

How was the partnership with the parents/carers?

Does the target feel safe at school?

Does the target feel safe on journeys to and from school?

Does the target feel safe while online?

Member of staff completing this form:

Pupil Name:

Date:



**Form 3b: Support provided for child who bullied**

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. 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 additional support themselves

Support provided: (Separate on-site provision, regular contact with chosen member of staff, mediation, restorative process, guided reflection, removal to a different teaching group/form, pastoral team support, formal counselling, parental meetings, CAHMS, sanction, other)

**Post-incident impact monitoring and further action**

Has the relationship been repaired?
Has achievement/ability to learn been affected? *
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Has there been any signs of remorse?
Any other relevant information?

Member of staff completing this form:

Name:

Date:



**Form 4: Confirmed bullying report form**

For each incident, please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour Please tick all elements which apply in your understanding of the incident(s)

	<b>Definitely applies</b>	<b>Possibly applies</b>
Age/Maturity		
Appearance		
Size/Weight		
Class/Socio-economic		
Family circumstances (e.g., caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

	<b>Definitely applies</b>	<b>Possibly applies</b>
Perception of individual: feelings of being bullied/harassed		
Isolation/ignoring		
Teasing		
General expressions of prejudice/stereotype		
Racist literature, graffiti or hurtful note writing		
Threats including threatened physical assault		
Mobile phone/text message bullying/harassment		
Internet related bullying/harassment		
Camera phone bullying/harassment		
Actual physical assault		
Other:		

3. Those involved – please also record where appropriate:

- adults as targets or perpetrator’s (At) or (Ap)
- perpetrators from outside the school community (O)
- children who are in care (LAC) or who have Special Educational Needs (SEND)

Child(s) name(s) who are <b>experiencing</b> bullying behaviour	Age

Child(s) name(s) who are <b>engaging</b> in bullying behaviour	Age

**4. Description of incident(s):** Please give a precise account including dates, times, places and any witnesses. Attach any further information (e.g., pupils accounts, witness statements, notes of meetings)

**5. Action taken:** Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

	✓ / X	Any details (dates/times etc)
Head Teacher		
Chair of Governors		
Class Teacher		
Phase Leader		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
Police		
Others (specify)		

7. Date for monitoring progress of those involved.

Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Member of staff completing this form:

Name:

Date:

## Index

1. Recommended procedures for responding to all alleged or witnessed bullying incidents  
Flowchart of the recommended procedure to follow a report of an alleged bullying incident
2. Form 1: Initial investigation into allegation of bullying  
The form also requires:
  - details of person completing the form
  - details of person reporting the alleged incident
  - how the referral was made
  - name and age of the child who was targeted and the child who engaged in negative behaviour
  - the reported account of the incident
  - Initial Information gathered
  - Initial action taken
  - Identified factors to determine bullying
  - the focus of the bullying behaviour
  - Initial support offered
  - confirmation if the incident was a bullying incident or not
3. Form 1b: Supportive script for initial investigation into an alleged incident  
Form 1b offers questions to ask all involved to investigate the allegation. Using this template will also ensure that all children are:
  - not being blamed or labelled
  - being treated equally
4. Form 2: Confirmed bullying report form  
If it is confirmed on Form 1 that bullying was identified, then Form 2 will be completed.  
The form requires:
  - the focus of the bullying
  - manifestation of the bullying
  - additional details of target(s) and the child(s) who bullied
  - a more in-depth description of what happened
  - all action taken so far from the investigation

- recording of all school staff, support professionals, parents/carers who have been notified or are involved
  - dates of when follow up monitoring sessions are carried out to assess the health of the children's on-going relationships Controlled upon completion
5. Form 2b: Restorative questions in response to challenging behaviour & restorative questions when someone has been harmed  
The restorative questions can be used to repair the harm that the incident caused by letting the children reflect on the impact their actions had on others. These questions can form the start of a mediation session
6. Form 3a: Support provided for targeted child  
Form 3a is for recording the support offered to the target child and recording of their general wellbeing post incident. The form requires:
- the support that was offered and if it was accepted
  - the impact monitoring post incident
  - further action taken
7. Form 3b: Support provided for child who bullied  
Form 3b is for recording the support offered to the child who bullied and recording of their general wellbeing post incident. The form requires:
- what sanctions were administered
  - the support that was offered and if it was accepted
  - the impact monitoring post incident
  - further action taken
8. Form 4: Confirmed bullying incident reporting form  
Form 4 should be sent to the Governors. The form includes the protected characteristics for schools from the Equality Act 2010 and also other elements that can cause a child to be bullied. The form requires:
- the focus or focuses of the bullying
  - how the bullying was carried out
  - the dynamics of those involved
  - was the incident on the school premises or in the community?