

Policy Title **Anti-Bullying Policy**

Adopted:	April 2022
For Review:	April 2023
Policy Owner:	Alice Rowland & Charlotte O'Reilly
DSL	Sam Mawer, Headteacher

'Successful schools create an environment that prevents bullying from being a serious problem in the first place'

The Preventing and Tackling Bullying DfE Guidance (2017)

1. Policy Objectives

This policy outlines what Thorplands Primary School will do to prevent and tackle all forms of bullying. Thorplands Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

The Anti-bullying policy reflects the opinion of the pupils, parents and all school staff. It has been shared with all the community partners who work with us at Thorplands. All staff, including teaching and non-teaching staff, will be kept fully informed of current thinking about anti-bullying through staff meetings and briefings. Support will be given to ensure this policy is implemented consistently.

All staff will be made aware of the implications of the school's policies relating to bullying and racism. Additionally, staff will be offered training on tackling bullying throughout the year or through professional development courses.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Child protection policy
- E-safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age

- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement for schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

4. Responsibilities

It is the responsibility of:

- i. The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the teaching team has been identified to take overall responsibility.
- ii. Governors to take a lead role in monitoring and reviewing this policy.
- iii. All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- iv. Parents/carers to support their children and work in partnership with the school.
- v. Pupils to follow the school rules at all times and uphold the school values.

5. Definition of bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” (DfE Preventing and Tackling Bullying July 2017)

Anyone can practice bullying behaviours/be a bully.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being. A one-off incident tends not to

comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

Repetitive and persistent. Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.

Intentionally harmful. The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.

Involves an imbalance of power. Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures.

6. Types of Bullying Behaviour - VIP:

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

- **Verbal** bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory or offensive language, or swear words.
- **Indirect** bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.
- **Physical** bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Cyberbullying is the repeated, negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

7. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances

- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - i. Bullying related to race, religion, faith and belief and for those without faith
 - ii. Bullying related to ethnicity, nationality or culture Bullying related to Special Educational Needs or Disability (SEND)
 - iii. Bullying related to sexual orientation (homophobic/biphobic bullying)
 - iv. Gender based bullying, including transphobic bullying

8. Where does bullying happen?

- Bullying can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.
- At Thorplands Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:
 - i. Talk to the local Community Police Officer about problems on the streets
 - ii. Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
 - iii. Discuss coping strategies with parents
 - iv. Talk to the children about how to handle or avoid bullying outside the school premises

9. School ethos

- Thorplands Primary School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.
- A simple way that children are taught to remember about how to respond to bullying is:

Several	Start
Times	Telling
On	Other
Purpose	People

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to

develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

10. Possible Signs and Symptoms that a Child is being Bullied:

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child has:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

11. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
3. The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
4. The DSL will be informed of all bullying issues where there are safeguarding concerns, they will be recorded on My Concern.
5. The school will speak with and inform other staff members, where appropriate.
6. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

7. Consequences, as identified within the school's behaviour policy, and support will be implemented in consultation with all parties concerned.
8. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
9. In serious cases, exclusion will be considered.
10. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
11. A clear and precise account of ALL bullying incidents will be recorded by the school on the Bullying Incident form and logged in the file in the School Office. Confirmed cases of bullying are added to MyConcern as per the reporting procedures. This will include recording appropriate details regarding decisions and actions taken.

The Role of Parents

- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the procedures detailed in the school's complaints policy.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
 - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: contacting a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*Note: Schools should ensure they access the DfE ['Searching, screening and confiscation at school'](#) and [Childnet cyberbullying guidance](#) to ensure that the schools powers are used proportionately and lawfully*)

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 1. advising those targeted not to retaliate or reply;
 2. providing advice on blocking or removing people from contact lists;
 3. helping those involved to think carefully about what private information they may have in the public domain.

12. Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children's Mental Health Services (CAMHs).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctions: in line with school behaviour policy; this may include removal of privileges (including online access when encountering cyberbullying concerns), loss of playtime and/or lunchtimes, removed from school visits not essential to the curriculum, internal exclusions and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children's Mental Health Service (CAMHS).

13. Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

14. Preventing bullying

The whole school community will ensure that in all aspects of school life there is an emphasis on the importance of relationships, emotional well-being and a community ethos. We aim to create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. We do this through:

- Weekly PSHE lessons using the Jigsaw scheme as well as teaching protective behaviours. Additional SMSC lessons supporting students in understanding what bullying is and how to combat it, encouraging students to problem solve. Through SMSC, children are encouraged to talk about their feelings and things that are worrying them.
- Talking about bullying openly within class, through the Anti Bullying Ambassadors and in assemblies;
- Discussing the protected characteristics in class and in assemblies. We openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- We recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.

- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- The use of worry boxes in classrooms to support children to communicate their concerns.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Children will sign a Home/School Agreement.
- The use of an Adult Code of Conduct
- Actively create “safe spaces” for vulnerable children and young people.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Celebrate success and achievements to promote and build a positive school ethos through the school’s values and rules.

Supervision

We ensure that key areas of the school are adequately supervised and staff are vigilant. Children are given opportunities to take responsibilities and demonstrate initiative (sports leaders, playground buddies). The school aims to regularly asks students via a map of the school and vicinity where vulnerable places might be and act upon this appropriately.

Anti-Bullying Ambassadors

- Thorplands Primary are taking part in *The Diana Award Anti-Bullying Campaign*, in which, training is provided to children who wish to become ‘Anti-bullying Ambassadors’. As Anti-bullying Ambassadors their role is to help educate their peers on bullying, lead on anti-bullying campaigns, promote a culture which celebrates and tolerates difference and help keep their peers safe both online and offline.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

15. Involvement of pupils

We will:

- Gain regular feedback from children on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum, including an annual Anti-Bullying Week.
- Utilise pupil voice in providing pupil led education & support through Anti-Bullying Ambassadors.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

16. Involvement and liaison with parents and carers

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

17. Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Methods for monitoring the effectiveness will include: questionnaires completed by the whole school community, focus groups, children's and parents'/guardians' comments and bullying incident forms.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Appendix A: Useful links and supporting organisations

This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2018 and ‘[Sexual violence and sexual harassment between children in schools and colleges](#)’ guidance. The setting has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-councilfor-child-internet-safety-ukccis
- DfE ‘Cyberbullying: advice for headteachers and school staff’: www.gov.uk/government/publications/preventing-and-tackling-bullying
 - DfE ‘Advice for parents and carers on cyberbullying’: www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk i. A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related
- **Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling

Appendix B: Whole School Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high-profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy
- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Creation of an anti-bullying school notice board in the school library
- Prominently displaying anti-bullying posters produced by the children around the school
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas
- Introducing Anti-bullying ambassadors
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

Appendix C: Guidance for Staff

The following steps may be taken when dealing with all incidents of bullying reported to the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
2. The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision- making, as appropriate.
3. The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
4. The DSL will be informed of all bullying issues where there are safeguarding concerns, they will be recorded on My Concern.
5. The school will speak with and inform other staff members, where appropriate.
6. The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
7. Consequences, as identified within the school’s behaviour policy, and support will be implemented in consultation with all parties concerned.
8. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
9. In serious cases, exclusion will be considered.
10. Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
11. A clear and precise account of ALL bullying incidents will be recorded by the school on the Bullying Incident form and logged in the file in the School Office. Confirmed cases of bullying are added to MyConcern as per the reporting procedures. This will include recording appropriate details regarding decisions and actions taken.

Appendix 2

Academy Incident Report Form

The Academy Incident Report Form should include details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

The reporting system should be part of, or compatible with, the Student Behaviour Management System, and be capable of interrogation. This data will provide evidence for the Academy Self-Evaluation Form, National Healthy Academics Status and Enhancement, and Accreditation.

Bullying Incident Records can be used to:

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify 'vulnerable students' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, students and local authorities.