

NORTHENDEN COMMUNITY SCHOOL

POLICY DOCUMENT

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NORTHENDEN COMMUNITY SCHOOL

POLICY : ANTI-BULLYING

1. INTRODUCTION

1.1 POLICY AIMS / EXPECTED OUTCOMES

This document makes clear the school's aims, policy, guidance and procedures which collectively aim to ensure that incidents of bullying at the school are prevented or that when alleged bullying does occur that it is investigated and dealt swiftly by staff at the school.

The school aims that bullying does not occur at school and that relationships between children and their behaviour are wholly positive and respectful. However, the school accepts that bullying does occur between children in different ways and that all potential or alleged bullying should be investigated and stopped.

The policy has the following aims and expected outcomes:

- children are aware of the ways in which their behaviours can affect others, particularly when these behaviours intentionally cause emotional or physical harm more than once;
- children and parents are aware that Northenden Community School does not tolerate or condone bullying in any form;
- children and parents know how bullying can be reported;
- staff know how to deal with incidents of potential bullying or seek advice when they are faced with uncertainties regarding the detrimental behaviour of one or more children towards others;
- staff know how to investigate alleged bullying, including procedures for involving the victim, the alleged perpetrator, any witnesses and parents;
- the victims of alleged and proven bullying are supported, including being given an opportunity to express their views about the ways in which the actions of other children have affected them and the resolution that might be appropriate;
- the perpetrators of bullying are given an opportunity to recognise the impact of their behaviours on others and consider how the victim may be offered justice and a restored sense of safety and security at school.

1.2 SCHOOL ETHOS AND VALUES, including BRITISH VALUES

The school is committed to providing children in our care an environment in which they can learn, grow and be safe. All of our policies and practices are based on three broad vision statements or key aims. They are:

- **Respect for each other**
- **Quality and Success for All**
- **A Caring Community**

The school is committed to the promotion of **British Values** which aim to develop a understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. The school is also committed to the **Rights of the Child** (as defined by the United Nations Convention on the Rights of the Child) and is working towards becoming a Rights Respecting School.

1.3 LEGISLATION and GUIDANCE

The school's **Anti-Bullying Policy** and the responsibilities of staff and governors at the school are underpinned by the following legislation and guidance:

- **Section 89 of the Education and Inspections Act 2006** which 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.
- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **Preventing and Tackling Bullying (DfE, July 2017)**
- **Guidance of various organisations, e.g. Anti-Bullying Alliance, NSPCC**

Potential Criminal Offence

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 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, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

1.4 LINKS TO OTHER POLICIES / DOCUMENTS

This policy has links to the following school policies and documents:

- Behaviour Policy
- Equality Policy and Public Sector Equality Duty (PSED)
- ICT and E-Safety Policy
- Northenden Against Bullying : A Guide for Parents
- Safeguarding Policy
- Personal, Social, Health and Citizenship Education (PHSCE) Curriculum

2. BULLYING

2.1 BULLYING DEFINITION

Bullying is defined as behaviour by an individual or group, usually repeated more than once or over a period of time, that intentionally hurts another (usually targeted) individual or group either physically or emotionally. Bullying may involve an imbalance of power or control between the perpetrator and the victim

The definition is important because in considering any alleged incident or pattern of potential bullying, the school will aim to determine the extent to which any hurtful actions from one child to another are targeted and repeated with an intent to hurt (either in the short or long-term), isolate or otherwise affect the well-being of another child and right to feel safe. Not all hurtful incidents between children, even if repeated, will be bullying.

2.2 FORMS of BULLYING

Bullying can occur in many different ways, including repeated incidents of:

- hitting, pushing, kicking or punching someone;
- name-calling, including someone's family members;
- using offensive language (towards someone);
- purposefully leaving someone out of a game or activity;
- encouraging other children not to play with someone;
- encouraging other children to break friends with someone;
- talking (detrimentally) about someone behind their back;
- manipulating or controlling friendships;
- belittling someone's actions, work or efforts in a lesson or activity;
- using a nickname which is clearly aimed at undermining someone;
- making fun of, laughing at, or humiliating someone;
- making fun of someone's physical appearance or clothing;
- bribery / blackmailing someone
- threatening or frightening someone;
- teasing someone and 'winding them up' to get a reaction;
- being hurtful to someone because of a protected characteristic (see Equality Act);
- spreading rumours about someone (whether they are true or not);
- not sharing school resources or leaving someone out of an activity;
- dominating or intimidating someone;
- stealing or pressuring someone to handover their belongings;
- sending hurtful or derogatory messages to someone via a text message or social media;
- voting for or against someone in an abusive poll.

The above is not an exhaustive list. Each case of potential bullying will have a different context or circumstances and effect.

2.2 WHAT IS NOT BULLYING?

In defining bullying, it is very important to recognise that some inappropriate actions and behaviours of children towards each other and the breach of school rules are not always bullying. For example, the following would not be identified as bullying:

- a one-off incident, fight or squabble between one or more children;
- a falling out between friends (which may involve physical actions or hurtful words);
- an argument about a game;
- a disagreement between classmates;
- an accidental scratch or bump;
- expressing a personal opinion or feeling about someone;
- exercising personal choices regarding friendships or events, e.g. invitations to a party
- an individual's decision not to play with someone;
- an uncharacteristic physical assault on another child.

When dealing with such incidents, staff will determine the extent to which an incident may be determined as bullying, particularly if the victim reports that hurtful actions have been repeated over a period of time. When investigating a report of bullying by a child or parents, the school will usually refer to "potential bullying" or "alleged bullying" until it has been proven that actual bullying has taken place. Children and their parents will often report that they have been "bullied"

when this has not been established. Staff must take care to determine the facts and investigate the matter before they use the term ‘bullying’. Parents must enable the school to investigate matters before using the term ‘bullying’. Whilst some incidents and actions will feel like bullying or share the same effects as bullying, the school may, given the evidence available, not define the actions of one child towards another as bullying.

2.3 RELATIONAL BEHAVIOUR and BULLYING

Relational bullying or aggression (sometimes known as social bullying) is a form of bullying which often occurs within friendship (or so-called friendship) groups and can be difficult to determine, particularly if subtle and left mostly unchallenged by the victim or others because the behaviour has been accepted or there is a desire to maintain the social grouping without conflict. Relational aggression or poor relational behaviours can occur more often and can have more emotional impact than more obvious bullying such as name-calling or physical aggression.

Relational behaviour or bullying from one child, group or part of a group towards another child could be controlling, manipulative or passive-aggressive. The behaviour may involve an attempt to have power over another person, control friendships, introduce rules about friendships or how time is spent together (friends one day but not the next), control or barter information (e.g. secrets) or control access to others in the group. The behaviours of relational aggression include ‘friendly’ sarcasm, teasing, banter that persistently crosses the line from friendly to malicious, gossiping or undermining someone’s social standing. Children may engage in inappropriate relational behaviour to maintain social status, because they are envious or jealous, to raise their own low self-esteem or insecurities, for the attention and approval of others in the group, or to create excitement or alleviate boredom. Relational behaviours or bullying may occur when boys or girls form groups around a leader, form cliques or there is a competitive or power element in a friendship group or when children are at play. Children may also be bullied by people they think are their friends, including those in ‘false friendships’ where one child may pretend to be a friend or is a friend on only some occasions and may use their power to control or bully. Relational bullying occurs between boys and between girls, although it is more common among girls.

Inappropriate relational behaviours, even aggression, may be learned behaviour for some children and may not always be intentional bullying; some children may behave in a particular way to meet their own social or emotional needs in a group setting. In determining if relational bullying is occurring, staff must be clear to determine the exact behaviours that a child or group is showing towards others and whether or not these are intentionally hurtful behaviours targeted at an individual. There is a difference between intentional bullying and poor relational behaviour towards others. Children can be egocentric in their thinking and behaviours and do not always fully process how their words and actions can impact those around them.

Other factors may need to be taken into account which may suggest that whilst the behaviours are inappropriate and hurtful, there is no intention to bully others. These might include a lack of friendship, play or social skills, the need to have strict (or changing) rules for games, the need to lead rather than follow others, difficulty in playing fairly or losing, an inability to share, an underlying mental health or socially-limiting condition (e.g. ASC, ADHD) or a lack of empathy or emotional intelligence, all of which may require coaching and support to improve social skills, awareness and relationships. Whether bullying or not, a child demonstrating potentially detrimental relational behaviours towards others may need support in modifying their behaviours so that they have reduced impact on others’ play and well-being.

3. EQUALITY ACT : PROTECTED CHARACTERISTICS

The school recognises its duty under the Equality Act 2010 and the Public Sector Equality Duty (PSED) and its general responsibility to protect from bullying and abuse those who may directly or indirectly have a protected characteristic under the Equality Act or are associated with someone, for example a family member, who does. These groups of people are generally more vulnerable to bullying than others and may not feel they can or be able to defend themselves or communicate their feelings or experience as effectively as others. The protected characteristics are:

- **sex**
- **race**
- **disability**
- **religion or belief**
- **sexual orientation**
- **gender reassignment**
- **pregnancy (in secondary school or of older siblings)**
- **marriage or civil partnership (of parents)**

The Duty 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.

The school does not tolerate and will treat as bullying any hurtful or derogatory words or actions which are aimed specifically at a person because of their protected characteristics or their association with someone who has a protected characteristic. The school does not tolerate and will treat as bullying inappropriate and insulting comments, slurs, language or attacks which are aimed, directly or indirectly, at undermining

- boys or girls, men or women;
- people of different races, countries or ethnicities;
- people with Special Educational Needs or disabilities;
- people with different religious beliefs or practices;
- people's sexuality or perceived sexuality, including any homophobic insults;
- people who have reassigned or wish to reassign their gender;
- people from disadvantaged or poorer economic backgrounds (not protected).

3.1 Racial Bullying

Racial bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate targeted physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk (language, accent), their ethnic grouping or by their cultural background. The school does not tolerate bullying aimed at undermining someone's race, ethnic or cultural background. Such bullying might include:

- calling someone names, teasing or humiliating them using racially offensive language;

- making fun of their clothing, hairstyle (e.g. Afro), accent, food, etc.;
- refusing to work or cooperate with someone because of their ethnicity;
- vandalism of property, offensive graffiti or displaying racist symbols;
- racist jokes;
- comments or signs of supremacy, e.g. white supremacy

In considering racial bullying (potential racism), it is important that staff consider the age and understanding of the child. Potentially racist comments from younger children may be wrongly interpreted as racial bullying when there is a lack of understanding or education about people of different ethnic backgrounds or colour.

3.2 Disability and SEND Bullying

Children with Special Educational Needs, Disabilities, mental health conditions or speech difficulties may be particularly vulnerable to bullying and are often not able to assert or defend themselves or make sense of their experience to communicate it effectively. Bullying may take the form of teasing, name-calling or mimicking relating to a child's special need or disability or physical actions towards the child which cannot be easily be defended given a child's disability, e.g. removing their spectacles, pushing their wheelchair inappropriately, insulting their academic ability, mimicking their speech or movements.

Disablist bullying is a specific form of bullying motivated by prejudice against disabled people. This can be related to a perceived or actual disability/additional need. By perceived, we mean that some children may treat a physical or 'behavioural' characteristic of another child as a disability, and exclude or bully because of that, even though the child him/herself does not consider they have a disability. The other children may regard this characteristic as a disability either through genuine misunderstanding or because of an intolerance of difference. Examples of disablist bullying can include:

- being called mean names linked to a disability/additional need;
- mimicking their actions (e.g. erratic movements) or speech;
- being left out because of their perceived or actual disability/additional need;
- being spat at or kicked because of their perceived or actual disability/additional need.

3.3 Religious or Faith Bullying

The school does not tolerate bullying which is aimed at undermining a person's religious beliefs or practice. Bullying of this kind might include

- mimicking or making fun of someone's religious practices;
- inappropriate touching or 'teasing' (e.g. to damage) of a religious artefact;
- inappropriate comments about clothing, e.g. Hijab, Niqab, Burka, Kippah, Rumal
- touching the patka/turban of a Sikh child;
- making comments about class or caste.

3.4 Homophobic Bullying

Homophobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual sexual orientation. Not all young LGBT (Lesbian, Gay, Bisexual, Transgender) young people experience homophobic bullying and not all homophobic bullying is directed at young LGBT people. Homophobic bullying often occurs as a result of others' prejudice (or ignorance) being directed at a child or young person because they are lesbian, gay or bisexual; they are perceived to be lesbian, gay or bisexual (because of their behaviours, mannerisms or appearance); have LGB friends or family members; or they are perceived as different.

The school does not tolerate bullying which is aimed at undermining a person's sexual orientation or the sexual orientation of a member of their family. The school will challenge the use of language which clearly aims to undermine LGBT people, for example, the use of the word "gay" as an insult or derogatory term. Examples of homophobic bullying can include:

- calling someone names, teasing or humiliating them using homophobic language;
- mocking or imitating someone's voice, mannerisms, clothes, etc;
- refusing to work or cooperate with someone because of their real or perceived sexual orientation;
- outing someone (telling their family and/or friends they are lesbian, gay or bisexual, whether they are or not) or spreading rumours about their sexual orientation;
- inappropriate sexual comments or gestures;
- using the word 'gay' or other terms to degrade a person or action.

3.5 Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because they are or are perceived to be transgender or do not fit with traditional gender norms; they have transgender friends or family members; or they are perceived as being different in their gender identity. Examples of transphobic bullying can include:

- calling someone names, teasing or humiliating them using transphobic language;
- using incorrect pronouns (eg. he/she, him/her) to humiliate someone;
- refusing to work or cooperate with someone because of their real or perceived gender identity;
- inappropriate sexual comments or gestures.

3.6 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 potentially bullied or hurt in other ways not defined as bullying. 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.

3.6.1 Family (including Economic) Bullying

Some children may experience bullying because of their perceived family circumstances or economic situation. For example, a child may be bullied because of:

- the health, including mental health, of their parents or other relatives;
- physical appearance of their family, e.g. obesity or clothing
- the behaviour or actions (including crime-related activity) of their siblings;
- their housing, e.g. state of housing, decoration, etc.
- their family's ability to afford designer clothes, new trainers, new school uniform, etc.
- family lifestyle choices;
- them being looked-after or adopted;
- their role as a young carer.

4. CYBERBULLYING

Cyberbullying is an increasingly common form of bullying behaviour which happens on digital devices, social networks, online games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who is bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It is easy for someone to be anonymous online and this may increase the likelihood of engaging in bullying behaviour. Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone at home. Cyberbullying includes:

- sending threatening or abusive text messages, including via emoji code;
- creating and sharing embarrassing images or videos;
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games;
- setting up hate sites or groups about a particular child;
- encouraging young people to self-harm;
- voting for or against someone in an abusive poll;
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- sending explicit messages and pictures, also known as sexting;
- pressuring children into sending sexual images or engaging in sexual conversations.

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 (e.g. sexual images of a child), they must give the device to the police as soon as it is reasonably practicable.

5. SIGNS OF BULLYING

Adults in school should be vigilant and aware of the signs of potential bullying which may include children:

- repeated reporting similar hurtful incidents directed towards them or others;
- being involved in repeated physical incidents;
- displaying physical marks or injuries;
- looking worried or anxious;
- returning from playtime upset or sad;
- showing a lack of enthusiasm for playtime or for school;
- asking to remain indoors during playtimes;
- being unusually clingy;
- wanting to be alone or being withdrawn;
- playing on their own more than they used to;
- wanting parents to accompany them to the classroom;
- wanting to change their appearance or lose weight;
- being isolated from their usual friends;
- standing or playing on their own;
- looking lost, upset or bewildered during playtime;
- attaching themselves to an adult at playtimes.

6. BULLYING OUTSIDE OF SCHOOL

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher 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.

7. ALLEGATIONS OF BULLYING

7.1 Allegations of Bullying by Pupils (Victim)

All children at Northenden Community School are encouraged and reminded to tell an adult if their day is spoilt by others, if their right to enjoy school life is undermined or they think they are being bullied in any way. Despite this encouragement, children who are being bullied may not report that they are being bullied because:

- they are frightened of the response of the bully;
- they want to keep the problem to themselves;
- they do not want to 'tell tales' or lose friends;

- they do not know who to tell or what to say;
- they are not sure that they are being bullied;
- they are used to the actions directed towards them and it has become part of their daily school life;
- they are trying to reduce the bullying by appeasing the bully in some way;
- they are hoping that they can be friends with the bully (who may be a popular child);
- they are embarrassed that they are not strong enough to cope with what is happening;
- they are vulnerable in some way and find it difficult to communicate their feelings.

When a child does report an incident or potential bullying or members of staff intervene without a report from a child, members of staff should:

- listen carefully, taking notes if appropriate;
- not dismiss the situation or suggest that it is not happening or not bullying;
- recognise that a situation may be potential bullying even if it appears to be trivial;
- check if the child has spoken to their parents about the matter;
- consider whether or not similar incidents directed at the child have occurred before;
- take care not to use the term 'bullying' until bullying behaviour has been proven;
- not suggest to the children that they should resolve the issues themselves or simply stay away from the perpetrator;
- not make assumptions that the alleged perpetrator (who may show positive behaviour in front of staff or during lessons) could not behave in this way towards another child;
- reassure the victim that they will be supported and that the school wants them to have good relationships with everyone at school and feel safe.

7.2 Allegations of Bullying Reported by Other Pupils/Peers

Children at Northenden are encouraged to speak up on behalf of their friends and peers and not be bystanders or condone someone else's poor behaviour towards others. The reasons that other children may not report bullying of their peers are similar to those set out in 7.1 above.

When a child reports that another child has or is being bullied, staff should:

- listen carefully, taking notes if appropriate;
- not dismiss the report on the basis that the child has not reported it themselves;
- recognise that a situation may be potential bullying even if it appears to be trivial;
- not make assumptions that the alleged perpetrator could not behave in this way towards another child.

7.3 Allegations of Bullying Reported by Parents

The school values the partnership with parents and welcomes clear communication about the behaviours of children, including bullying. Where a parent alleges that their child has been or is being bullied, staff should:

- listen carefully, taking notes if appropriate;
- consider a written report, email, letter or note from the parents;
- not make assumptions or share comments about the alleged perpetrator;
- offer to investigate the matter swiftly (usually the same or following day);
- determine (with the support of senior leaders), whether or not the procedures within the Behaviour Policy or Anti-Bullying policy should be applied (this will depend largely on any known or reported previous incidents);

- check any records that exist regarding the children involved;
- refer the matter to or seek advice from senior leaders;
- discourage the parents from dealing with matters themselves, including contacting or confronting the parents of the alleged perpetrator or the perpetrator;
- assure the parents of the best attention of the school to the matter and give them a timescale within which the matter will be investigated and the outcomes reported back to them.

8. INVESTIGATION

8.1 Investigation

When a member of staff observes bullying behaviour for themselves, receives a report of bullying from a child or other children, or receives a report or concern of bullying from a parent or other adult, the member of staff should:

- make the child (victim) aware that the matter will be investigated and that staff will need to speak with those children involved, and potentially parents;
- report the matter and/or seek advice from senior leaders;
- make a decision with senior leaders as to when the matter is to be investigated (usually the same or following day) and the staff member to investigate the matter with the child (noting that the class teacher is often the best person to investigate, particularly for younger children as they know the child best);
- talk to the victim and try to determine the ways in which the child thinks he or she has been mistreated or bullied by an individual or group of children, how often, when and where incidents have occurred, how the child is feeling and if any other members of staff have tried to intervene or help at any time;
- ask questions of the victim, including trying to determine specific incidents or facts, particularly if the victim is generalising their experiences or talks about incidents which have happened in the past;
- determine if there are any witnesses to the alleged bullying behaviour;
- talk to any witnesses (initially separately);
- talk to other members of staff, including Lunchtime Organisers, if appropriate;
- communicate (if not already done so or if the report did not originate from parents) with the victim's parents, explaining what has been reported by their child and how the matter is being investigated;
- talk to the alleged perpetrator, presenting the suggestions and evidence which has been gathered, and giving them a chance to respond or present their point of view;
- talk to the alleged perpetrator's parents, initially to inform them of any bullying investigation and to discuss issues raised during the investigation;
- record the above using the school's agreed 'Bullying Investigation' form.

8.2 Decision-Making

Once evidence has been gathered regarding incidents of alleged bullying, staff should work with a senior leader (or another senior leader if the investigator is a senior leader) to determine whether or not the actions of the perpetrator can be deemed as bullying. In order to satisfy this criteria, staff will consider the extent to which the actions of the perpetrator were:

- targeted (rather than random);
- intentional, including being planned or premeditated;
- repeated, either in the short-term (e.g. on the same day) or over a longer period of time;
- physically or emotionally hurtful, threatening or hostile;

- intended to cause distress, isolation or other emotional harm.

It may be that the behaviours do not meet a threshold of bullying and that the school's Behaviour Policy is the appropriate tool to consider and resolve the matter. Where bullying is not substantiated, this should be agreed with senior leaders and communicated to the child and to the parents. It is important that the upsetting behaviours are still considered and action taken to modify any inappropriate behaviour and its impact.

Where bullying is substantiated, this should be agreed with senior leaders and communicated to the victim, his/her parents, the perpetrator and his/her parents. In addition, staff should:

- arrange to meet (with SLT support if appropriate) with the perpetrator's parents and explain the outcomes of the investigation;
- agree with SLT an appropriate restorative approach and/or sanction (the perpetrator must know that bullying is a breach of the school's rules and unacceptable)
- agree a restorative approach, if appropriate, with the victim and parents.

9. RESOLUTIONS, SANCTIONS AND RESTORATIVE APPROACHES

9.1 Resolutions

The key resolutions that the school aims for following any anti-bullying investigation, particularly where the behaviour is deemed to be bullying, are:

- the behaviour of the perpetrator stops;
- the victim receives an sincere apology from the perpetrator;
- the victim receives ongoing support from staff (monitoring and/or self-esteem);
- the victim and perpetrator restore a friendship or working relationship, if desired

When it has been concluded that bullying has occurred, it is important to support the victim, ensuring that they can recover from the physically- or emotionally-hurtful actions which have occurred. In seeking a resolution, the member of staff should:

- ask the victim what they would like to happen next;
- offer the victim the opportunity to tell the perpetrator how they feel and explain why they feel hurt or bullied (this could be advocated/supported by another child or adult);
- not assume that the victim will want to or feel comfortable/safe to be in close proximity to the perpetrator or discuss the matter with them;
- be given the support of their peers, parents or other persons they wish to draw upon.

The victim or perpetrator may not want to restore their relationship or friendship and this should not be forced, particularly in the first instance. In this case, it is important that the victim is not left isolated and that steps are taken to ensure that the victim is enabled to play with friends at playtime, for example, and engage with other children if they have been isolated.

9.2 Sanctions

When it has been established that bullying behaviour has occurred, the school will apply appropriate sanctions drawn from those set out in the school's Behaviour Policy. Depending on the severity of the bullying and its impact, this may involve internal or fixed-term exclusion.

10. INTERVENTION AND SUPPORT

10.1 Support for the Victim

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking one or more staff members to provide ongoing support, providing formal counselling, engaging with parents, referring to local authority children's services, completing an Early Help Assessment or referring to Child and Adolescent Mental Health Services (CAMHS).

When bullying has been identified, the matter investigated and the issues have been initially resolved, the victim will be offered the ongoing support of one or more members of staff in restoring relationships with the perpetrator or other children (particularly where a child has been isolated) and in monitoring further incidents. Members of staff, usually the class teacher or assigned teaching assistants, will 'check in' with the victim on a regular basis, usually after playtimes and lunchtimes, to monitor the effectiveness of any intervention. Lunchtime Organisers will also be involved in monitoring any issues, particularly if incidents occurred at lunchtime. The child and their parents will also be asked to report any further upset or recurrence of the hurtful activity. Similarly, members of staff will monitor the subsequent actions and behaviour of the perpetrator towards the victim and other children.

Bullying can have a devastating effect on individuals; it can be a barrier to their learning and have serious consequence for their mental health. Bullying which takes place in school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

10.2 Support for the Perpetrator

Where appropriate, the school will apply disciplinary measures to pupils who have bullied others in order to show clearly that their behaviour is wrong and hurtful towards others. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety or circumstances of the perpetrator. It may be the case that bullying behaviour is influenced by contextual safeguarding issues in the home or local environment. Where this is the case the child engaging in bullying may be offered support to address specific circumstances or motivations which lead to the bullying behaviour. Pupils who engaged in bullying behaviour may go on to engage in anti-social or criminal activity. The behaviour of the perpetrator will be monitored over a period of time.

11. RECORD KEEPING

11.1 Record Keeping (Staff)

There is no statutory requirement for the school to keep records of bullying incidents or investigations. However, the school will keep records of reports of bullying and how individual cases have been investigated and resolved. These will be kept in both paper and/or electronic form, including using the CPOMS system to record summaries of investigations and conclusions. Records and case notes will also be used over time to evaluate the impact of the school's policy and to identify patterns of bullying which may need to be addressed and prevented more effectively by the school. When investigating bullying, staff should use the school's 'Bullying Investigation' form which requires notes to be taken regarding specific incidents or issues and the views of the victim, parents, the alleged perpetrator and any witnesses. All records made by staff must be copied (or given) to senior leaders. The headteacher will provide a summary (count and

patterns) of bullying investigations to governors on an annual basis, or more often if there are high number of cases to monitor and report.

11.2 Record Keeping (Pupils)

During or following a bullying investigation, the victim will be offered a number of ways to report any further incidents or their feelings to staff, including their teachers or assigned teaching assistants, for example, after playtimes. One way in which this might be done is through a daily journal in which the child can write down their thoughts and experience of playtimes and other times during the school day. This will be a time-limited and optional intervention agreed with the child and parents.

12. BULLYING PREVENTION

The most effective way in which the school and parents can encourage and promote positive and respectful relationships between children and aim to prevent bullying in or out of school is to reinforce the benefits of friendship, good citizenship and respect towards others. This is done in school through:

- an emphasis on mutual respect, kindness and empathy;
- the school's ethos and commitment to British Values, including respecting difference;
- the school's Code of Conduct and expectations of children's behaviour;
- the school's curriculum, particularly the PSHCE curriculum;
- the opportunities children have to work together and form positive relationships;
- encouraging positive play at break times and lunch times;
- circle time and class discussions;
- general assemblies and stories promoting friendship and respect;
- themed assemblies and special events, including anti-bullying week;
- developing positive relationships between pupils, staff and parents;
- messages and reminders about the right way to behave;
- making clear to parents the school's anti-bullying policy;
- using the resources available from specific organisations, e.g. Stonewall, NSPCC;
- providing staff training to enable staff to discuss difficult issues and resolve conflict.

13. ROLES, RESPONSIBILITIES and EXPECTATIONS

13.1 The Governing Body will:

- ensure that the school reviews and updates its anti-bullying policy on a regular basis (usually every two years), particularly in the context of new guidance or technologies;
- monitor the effectiveness of the policy on a regular basis.

13.2 The Headteacher (and other senior leaders) will:

- maintain and review the school's Anti-Bullying policy every two year;
- ensure that the policy is understood by all staff;
- provide guidance and support to parents about bullying issues via the school's website, including useful links to other organisations, e.g. NSPCC, Anti-Bullying Alliance;
- work with the wider community such as the police and children's services, where appropriate, particularly where bullying is serious or persistent and where a criminal offence may have been committed;

- monitor bullying records and the effectiveness of the school's Anti-Bullying Policy in reducing bullying in all forms and dealing with bullying swiftly and effectively;
- provide an annual summary of bullying investigations and outcomes to the Governing Body.

13.3 Staff will:

- follow the guidance and procedures set out in the Anti-Bullying Policy;
- seek advice and undertake training where appropriate;
- be vigilant for the signs of bullying;
- treat reported cases of alleged bullying seriously, taking the time to listen to pupils and parents;
- promote effective relationships between pupils;
- aim to prevent bullying behaviour via their teaching;
- support pupils who have been bullied;
- support pupils who are perpetrators of bullying to modify their behaviour.

13.4 We expect PARENTS to:

- follow the guidance and procedures set out in the Anti-Bullying Policy;
- report any incidents of potential bullying towards their child to the school;
- refrain from attempting to deal with the matter themselves, including contacting or approaching the alleged perpetrator's parents or the alleged perpetrator;
- refrain from posting comments about any situation on social media;
- raise a complaint (it does not require a complaint to be raised to report potential bullying) using the school's complaints procedure and in an appropriate manner.

13.5 We expect PUPILS to:

- behave appropriately and demonstrate mutual respect towards one another;
- understand that bullying is not acceptable;
- report any hurtful actions towards them to a member of staff;
- report any hurtful actions towards other children to a member of staff;
- not be a bystander to hurtful behaviours or bullying;
- be truthful and honest when working with staff to investigate and resolve issues;
- attempt to resolve issues, take responsibility and restore positive friendships.