



# Anti-bullying Policy

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## Statement of intent

Swinton Queen Primary believes that all pupils are entitled to learn in a safe, caring, friendly and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

We have high expectations of all pupils, staff and parents/ carers on site and strive to create a school community in which all children can fulfil their potential.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Signed by:

|       |                    |       |       |
|-------|--------------------|-------|-------|
| _____ | Headteacher        | Date: | _____ |
| _____ | Chair of governors | Date: | _____ |

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy operates in conjunction with the following school policies:

- Behavioural Policy (Including searching, screening and confiscation)
- Cyber Bullying Policy
- Safeguarding Policy
- Health and Safety Policy

## 2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent, unchecked behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) *means* to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

- 2.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.
- 2.4. Vulnerable pupils may include, but are not limited to:
  - Pupils with SEND.
  - Pupils who are adopted.
  - Pupils suffering from a health problem.
  - Pupils with caring responsibilities.

### 3. Types of bullying

- 3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything. Children falling out, is not bullying.
- 3.2. Mocking another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life/circumstances, culture, health conditions, disability, or SEND are some of the types of bullying that can occur.
- 3.3. Bullying is intimidation acted out through the following mediums:
  - Verbally e.g. name-calling, making offensive comments, taunting
  - Physically e.g. kicking, hitting, punching
  - Emotionally e.g. spreading hurtful and untruthful rumours, excluding people from groups
  - Online (Cyber) e.g. inappropriate texting/emailing, inappropriate use of Social Media
  - Written e.g. ridicule through drawings, writing on books/PCs, social media
  - Incitement e.g. encouraging others to bully
  - Extortion e.g. demands for money or personal property
  - Damage to property e.g. theft belongings, tearing clothes, ripping books.

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

- 3.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender.

Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

- 3.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 3.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

## 4. Roles and responsibilities

4.1. The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

4.2. The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- If proven, keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Ensure all staff are aware of the policy and arranging appropriate training for staff members.
- Ensures that all children know that bullying is wrong and that it is unacceptable behaviour in school.
- Support may involve counselling for the victim of the bullying and punishment for the child who has carried out the bullying.

Sanctions which may be applied in cases of bullying:

- Removal from group or class
- Loss of choosing time
- Withdrawal of break or lunchtime privileges

- Withholding participation in any school visits or sports events which are not essential to the curriculum
  - Internal exclusions
  - Fixed period exclusion
  - Permanent exclusion
- Time is spent talking with the child who has been bullying to explain why their action was wrong.

Incidents may be discussed in assembly or at school council meetings to draw attention to why this behaviour is wrong and what punishment is appropriate. It is a key focus in the SEAL programme of work, which supports our PSHE lessons.

4.3. Team Leaders are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

4.4. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Establishing a climate of trust and respect for all.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's team leaders of such observations.
- Ensuring that all children know that bullying is wrong and that it is unacceptable behaviour in school.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Systematically planning and using the PSHE and SEAL Scheme of Work to teach the children respect and consideration.
- Overseeing the ICT used in school.
- Using Circle time as a forum to discuss incidents which concern children.
- Praising, rewarding and celebrating the success of all children.

4.5. The support staff and non-teaching staff are responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant team leader regarding any incidents of bullying.

- Lunchtime supervisors support all children in the playground, dining-room and other key areas. Any incidents of bullying must be reported either to the class teacher or Headteacher as soon as possible.

4.6. Parents are responsible for:

- Informing their child's class teacher or team leader if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Overseeing their child's use of texting/emailing, social gaming and social media
- Actively encourage their child to be a positive member of the school.

4.7. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## **5. Statutory implications**

5.1. The school understands that, under the Equality Act 2010, it has a responsibility 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.

5.2. The headteacher will ensure that this policy complies with the Human Rights Act (HRA) 1998, HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

5.3. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message

which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **6. Prevention**

- 6.1. The school clearly communicates a whole-school commitment to addressing bullying.
- 6.2. All reported or investigated instances of bullying will be recorded by a member of staff.
- 6.3. Staff will encourage pupil cooperation and the development of interpersonal skills using group and paired work.
- 6.4. All types of bullying will be discussed as part of the curriculum.
- 6.5. Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.6. Seating plans can be organised and altered in a way that prevents instances of bullying.
- 6.7. Potential victims of bullying are placed in friendship groups with other pupils who do not abuse or take advantage of others.
- 6.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.9. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10. Staff members receive training on identifying and dealing with the different types of bullying.
- 6.11. A safe place, can be made available for pupils to go to during break times if they feel threatened or wish to be alone.
- 6.12. Teachers on playground duty will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

- 6.13. Pupils deemed vulnerable, as defined in section two, will meet with their class teacher / learning mentor to ensure any problems can be actioned quickly.
- 6.14. Class teachers and the learning mentor will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.15. Before a vulnerable pupil joins the school, the pupil's class teacher / learning mentor and the Head teacher will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- 6.16. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **7. Signs of bullying**

- 7.1. Staff and parents should be alert to the following signs that may indicate a pupil is a victim of bullying:
  - Being frightened to travel to or from school
  - Asking to be driven to school
  - Unwillingness to attend school
  - Truancy
  - Becoming anxious or lacking confidence
  - Saying that they feel ill in the morning
  - Decreased involvement in school work
  - Loss of identity
  - Returning home with torn clothes or damaged possessions
  - Missing possessions
  - Missing money
  - Asking for extra money or stealing
  - Cuts or bruises
  - Lack of appetite
  - Feelings of guilt
  - Unwillingness to use the internet or mobile devices
  - Becoming agitated when receiving calls or text messages
  - Lack of eye contact
  - Becoming short tempered
  - Changes in behaviour and attitude at home
  - Low self-esteem and poor self-worth
- 7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

- 7.3. Pupils who display a significant number of these signs within school are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- 7.4. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to the pupil becoming aggravated.
  - They don't know it is wrong.
  - They are copying older brothers or sisters or other people in the family they admire.
  - They haven't learned other, better ways of mixing with their school friends.
  - Their friends encourage them to bully.
  - They are going through a difficult time and are acting out aggressive feelings.
  - They are using strategies to get their own way.
  - They have been the victim of domestic abuse.
  - Their academic performance has started to fall, which has meant they are stressed.
- 7.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher / learning mentor, who will investigate the matter and monitor the situation. The head teacher will then decide whether to inform the parents of the children involved.

## **8. Staff principles**

- 8.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3. Unpleasantness from one pupil towards another is always challenged and never ignored.
- 8.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- 8.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- 8.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the head teacher immediately.

- 8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## **9. Preventing peer-on-peer sexual abuse**

- 9.1. The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.
- 9.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- 9.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 9.4. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- 9.5. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, Circle Time and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
  - Respectful behaviour
  - Gender roles, stereotyping and equality
  - Body confidence and self-esteem
  - Prejudiced behaviour
  - That sexual violence and sexual harassment is always wrong
  - Addressing cultures of sexual harassment
- 9.6. All staff will be made aware of the heightened vulnerability of LGBT pupils or pupils with SEND.
- 9.7. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- 9.8. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services - MASH.

### **Managing disclosures**

- 9.9. Victims will always be taken seriously, reassured, supported and kept safe.
- 9.10. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

- 9.11. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Children’s Safeguarding Services where necessary. If staff are in any doubt, they will speak to the head teacher.
- 9.12. The Headteacher will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCo, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

- 9.13. The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- 9.14. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.15. Even without the victim’s consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.16. The Designated Safeguarding Lead will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
  - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to MASH.
  - Rape and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- 9.17. More information regarding the school’s stance on preventing peer-on-peer sexual abuse is available in our Safeguarding Policy.
- 9.18. The school’s Pupil Confidentiality will be adhered to at all times.

## **10. Cyber bullying**

- 10.1. The school has a Cyber Bullying Policy in place, which outlines the school’s zero-tolerance approach to cyber bullying.
- 10.2. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.
- 10.3. The school will support pupils who have been victims of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

- 10.4. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, 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.
- 10.5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- 10.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the head teacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.
- 10.7. The school's Searching, Screening and Confiscation section of the behaviour Policy will be followed at all times.

## **11. Procedures**

- 11.1. Minor incidents are reported to the victim's class teacher, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the head teacher in writing of the incident and outcome.
- 11.2. When investigating a bullying incident, the following procedures are adopted:
  - The victim, alleged bully and witnesses are all interviewed separately
  - Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
  - If a pupil is injured, members of staff take the pupil immediately to the head teacher to examine the extent of their injuries. The child's injuries must be attended to before interview
  - A room is used that allows for privacy during interviews
  - A witness is used for serious incidents
  - If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
  - Premature assumptions are not made, as it is important not to be judgemental at this stage
  - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
  - All concerned pupils are informed that they must not discuss the interview with other pupils
- 11.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 12. Sanctions

- 12.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2. The headteacher informs the pupil of the type of sanction to be used in this instance (loss of privileges etc) and future sanctions if the bullying continues.
- 12.3. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- 12.4. The perpetrator is made to realise, by speaking with their class teacher / learning mentor, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 12.5. Parents are informed of proven bullying incidents and what action is being taken.
- 12.6. The class teacher /learning mentor informally monitors the pupils involved over the next half-term.

## 13. Support

- 13.1. For after the initial complaint of bullying, the classteacher holds an informal discussion, on a daily and then weekly basis, to check whether the behaviours have stopped.
- 13.2. If Bullying has been proven, the team leader holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the team leader and victim are confident the bullying has stopped.
- 13.3. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 13.4. The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- 13.5. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 13.6. The school, particularly the Learning Mentor, will work with the victim to build resilience.
- 13.7. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## **14. Follow-up support**

- 14.1. The progress of both the bully and the victim are monitored by their class teacher / learning mentor.
- 14.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.
- 14.3. If appropriate, follow-up correspondence is arranged with parents.
- 14.4. Pupils who have been bullied are supported in the following ways:
  - Being listened to
  - Having an immediate opportunity to meet with their class teacher / learning mentor or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
- 14.5. Pupils who have bullied others are supported in the following ways:
  - Receiving a consequence for their actions
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved
  - Being helped to understand what they did wrong and why they need to change their behaviour
  - Appropriate assistance from parents
- 14.6. Pupils who have been bullied will be assessed on a case-by-case basis.
- 14.7. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher will look to transfer the pupil to another mainstream school.
- 14.8. Where a child has developed such complex needs that alternative provision is required, the pupil who has been the victim of bullying, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

## **15. Bullying outside of school**

- 15.1. Where bullying outside of school is reported to school staff, it can be investigated and acted on if found to be true.
- 15.2. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school visit.
- 15.3. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

## **16. Monitoring and review**

16.1. This policy is reviewed every two years by the headteacher.

16.2. How we will work with victims of bullying

Ensure they are listened to

Ensure that strategies are in place to support their individual needs

Ensure students are consulted and kept involved and informed.

16.3. How we will work with those accused of bullying

Ensure they are listened to

Ensure that strategies are put in place to support their individual needs

Ensure students are consulted and kept involved and informed

Implement appropriate sanctions and learning programmes

16.4. How we will work with bystanders

Ensure they are listened to

Ensure that strategies are put in place to support their individual needs

Implement appropriate learning programmes and awareness raising about the impact of bystanders

16.5. How we will educate the school community

Emphasise through all aspects of the curriculum that bullying will not be tolerated

Provide training opportunities for the whole school staff body

Ensure that students learn to recognise, respect and value the differences between groups of people within the school community

# Bullying Report Form

This form will be sent to the headteacher upon completion.

| Personal details                        |         |
|---|---------|
| Name of person reporting incident:      |         |
| Name of pupil(s) being bullied:         |         |
| Gender:                                 |         |
| Year group:                             |         |
| Form group:                             |         |
| How may we contact you (please circle)? |         |
| At school                               | At home |
| Home address:                           |         |
| Email:                                  |         |
| Telephone:                              |         |

| Incident details                   |
|------------------------------------|
| What happened?                     |
|                                    |
| Where did the incident take place? |

|  |
|--|
|  |
| <b>When did the incident occur?</b>                                      |
|  |
| <b>Who has been suspected of bullying?</b>                               |
|  |
| <b>Did anyone else see the incident?</b>                                 |
|  |
| <b>According to the victim, how often does the bullying take place?</b>  |
|  |
| <b>According to the victim, how long has the bullying been going on?</b> |
|  |

**Anti-bullying Policy – Guidelines for staff**

The first point of contact for parents is likely to be the secretary or class teacher. It is important that all staff know the school policy and when to refer parents to someone more senior. Good practice includes:

- Recognising that the parent may be angry or upset
- Keeping an open-mind – bullying can be difficult to detect so you may not be aware of the incident in question
- Remaining calm and understanding
- Making clear that the school is concerned and that something will be done
- Explaining the school policy, making sure procedures are followed
- Ask for details and record the information

Senior staff should:

- Follow up the incident to make sure action has been taken and the school policy implemented
- Make a further appointment with the parents, if necessary, to explain actions and find out if it has stopped.

Many of the same points apply when the school has to tell parents that their child is involved in bullying or is the victim of bullying.

### **Anti-bullying Policy – Guidelines for Parents**

Parents and families have an important role to play in helping the school to deal with incidents of bullying. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Contact the school immediately if you are worried.

#### **Bullying behaviour includes:**

- Name calling and nasty teasing
- Threats and extortion
- Physical violence
- Leaving pupils out of social activities deliberately and frequently
- Spreading malicious rumours

#### **If your child has been bullied:**

- Calmly talk to your child about it
- Make a note of what your child says – who was involved, where it happened, how often, what happened.
- Reassure your child that they have done the right thing by telling you about it.
- Explain that they need to tell the teacher, or another adult in school
- Make an appointment to see the Class Teacher/Head Teacher and explain the problem.

#### **Talking to teachers about bullying**

- Try and stay calm – bear in mind that the teacher may be unaware of the problem or may have heard other versions of the incident
- Be as clear as possible about what has happened – give dates, places, other children involved
- Ask if there is anything you can do to help your child
- Stay in touch with the school – let them know if things improve as well as if problems continue.

#### **If you think your concerns are not being addressed:**

- Check the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the Parent Governor.
- Make an appointment to see the Head Teacher.
- If this does not help write to the Chair of Governors explaining your concerns.
- Contact local or national parent support groups for advice.
- Contact the Director of Education, who will ensure that the Governors respond to your concerns.

**Anti-Bullying Policy – Guidelines for Pupils**

**If you are being bullied:**

- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and tell them to stop, if you can.
- Get away from the situation as quickly as you can.
- Tell an adult what has happened straight away.

**After you have been bullied:**

- Tell a teacher or adult in school.
- Tell your family.
- If you are scared to tell an adult by yourself, ask a friend to come with you.
- Keep speaking up until someone listens and does something about it.
- Don't blame yourself for what has happened.

**When you are talking to an adult about bullying be clear about:**

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

## **Anti-Bullying Policy**

### **Guidelines if your child is bullying other children**

Your child may be involved in bullying other children at some time or other. Often parents are not aware. Children sometimes bully others because:

- They have experienced mental health problems, which have led to the pupil becoming aggravated.
- They don't know it is wrong.
- They are copying older brothers or sisters or other people in the family they admire.
- They haven't learned other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out aggressive feeling.
- They are using strategies to get their own way.
- They have been the victim of domestic abuse.
- Their academic performance has started to fall, which has meant they are stressed.

### **To stop your child bullying others:**

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour to get what they want.
- Show your child how to join in with other children.
- Make an appointment to see the class teacher to discuss the problem.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they co-operate or are kind to others