Summerville Primary School
Anti-Bullying Policy

Date	October 2020
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Designated Governor	Grace O'Reilly
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Signature	
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Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy, that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

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1. Introduction

We are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

All children within our school community have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. We are committed to providing safe environment for all our children and therefore to addressing bullying behaviour effectively so that the incidence of all forms of bullying is minimised.

No one should underestimate the impact that bullying has on young people's lives. It can cause high levels of distress, affecting children's well-being, behaviour and social development right through into adulthood. When bullying is brought to our attention, prompt and effective action must be taken.

Children exhibiting bullying behaviour need to be held accountable for their actions by being given opportunities to learn about the impact of their behaviour on others, to make efforts to repair the damage they have caused and to change their behaviour. Those on the receiving end of bullying need to be confident that the bullying behaviour will stop and that they can feel safe in their own environment; they may also need help in restoring the balance of power between them and the person/group of people responsible for the bullying.

All young people are affected whether they witness, or exhibit bullying behaviour or fall victim to it. They need appropriate emotional and practical ongoing support during and following the incidents of bullying.

Bullying can take place anywhere in our school community. Addressing bullying is therefore not just an issue for schools, but also for parents and carers, all organisations working with children and young people, and the wider community. This guidance aims to support a joint approach, to addressing bullying, wherever and whenever it involves children and young people.

2. Aims

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All staff, pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, parents and staff should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated, whether by pupils, parents or staff.

This policy is linked to the:

- Safeguarding Policy.
- Child Protection Policy.
- Equality and Diversity Policy.
- Behaviour Policy.
- SEN and Inclusion Policy.
- E Safety Policy.
- Acceptable Internet Use Policy.
- Positive Handling Policy.

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- Child on Child Abuse Policy

3. Definition of Bullying?

A definition of bullying is as follows:

"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group physically or emotionally."

Bullying is therefore:

- 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. This would require implementation of safeguarding procedures.

4. Types of Bullying

Bullying can take various forms and includes the following types of behaviour:

4.1 Physical bullying

- Pushing, kicking, hitting, punching, spitting, hair pulling or any use of physical violence.
- Sexual assault.
- Making people do things they do not want to do.
- Stopping people doing things they want to do.
- Damaging someone's belongings.
- Taking someone else's belongings e.g. mobile phones or money - the threat of violence very often accompanies thefts from persons and there can be clear instances of extortion focused on weaker pupils.

4.2 Verbal bullying

- Name-calling and other unpleasant language is wide and usually focuses on someone's appearance, personal hygiene, family or ability.
- Sarcasm, teasing, mocking, "put- downs".
- Spreading rumours.
- Saying or writing nasty things.
- Blackmail and threats.
- Making offensive remarks including comments about someone's gender, race, disability, religion or sexual orientation - this form of bullying is also discriminatory behaviour that may be unlawful.

4.3 Indirect bullying

- Being unfriendly, not talking to someone.
- Excluding someone from social groups and activities.
- Tormenting (e.g. hiding things), making someone feel uncomfortable or scared.
- Using threatening gestures, looks and signs/symbols.

4.4 Cyber bullying

What is Cyber bullying?

Cyber bullying is when one person or a group of people aim to torment, threaten, harass, humiliate, embarrass or otherwise target another person by using the internet, interactive and digital technologies or mobile phones.

Different forms of Cyber bullying:

- **E-mail**

  Sending emails that can be threatening or upsetting. E-mails can be sent directly to a single target or to a group of people to encourage them to become part of the bullying. These messages or 'hate mails' can include examples of racism, sexism and other types of prejudice.

- **Instant messenger and chat rooms**

  Sending instant messenger and chat room messages to friends or direct to a victim. Others can be invited into the bullying conversation; they then become part of it by laughing.

- **Social networking sites**

  Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, you become part of the problem and add to the feelings of unhappiness felt by the victim.

- **Mobile phone**

  Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).

- **Interactive gaming**

  Games consoles allow players to chat online with anyone they find themselves matched with in a multi-player game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.

- **Sending viruses**

  Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.

- **Abusing personal information**

  Many victims of cyber bullying have complained that they have seen personal photos, emails or "blog" postings posted where others could see it without their permission.

  Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else's messaging accounts and chat to people pretending to be the victim.

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5. Signs and Symptoms of Bullying

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

- Is frightened of walking to or from school.
- Does not want to go on the school / public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens self-harm, suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

6. Vulnerable Groups

Identifying children who are likely to be vulnerable to bullying is problematic. However, no-one ever deserves to be bullied - it is not the victim's fault. Some children and young people seem to be more susceptible to being bullied and may need additional support.

Children and young people who fall into this category may include, but are not limited to, those who:

- Have a physical disability and/or learning difficulty.
- Have experienced abuse or neglect.
- Are, or have been, Looked After.
- Have witnessed domestic violence and abuse.
- Are refugees or asylum seekers.
- Are members of faith communities (in particular those who wear clothing that marks them out as members of their faith).
- Are members of the travelling community.

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- Are lesbian, bisexual, gay transgender, or those who are questioning their identity.
- Are young carers.
- Are overweight.
- Have other physical or linguistic characteristics that are perceived to be different from the norm.
- Have transferred schools, in particular mid-year; have had long periods of illness or spent extended time overseas.
- Have low self-esteem.
- Lack self-confidence.
- Are isolated or socially excluded.
- Live in families perceived as 'different' from the norm.

6.1 Looked After Children

- Looked after children do not necessarily consider that being in care equates to greater levels of bullying. However, it is important to note that high numbers of looked after children report either being victims or perpetrators of bullying.
- Looked after children say that they do not attend school because of the stress of being bullied at school.
- Looked after children often transfer into school at times when other pupils are already settled. They consider that arriving in a new school in mid-term following home placement changes or exclusions increases their vulnerability to incidents of bullying.
- Some looked after children report that they are treated different to other pupils by teachers and schools and feel "scapegoated" because they are looked after.
- Children recognise the value of good friendships in making them feel safe. Being looked after often means leaving their home area and friends and having to start again. Making new friends in a new school can be seen as a problem.
- Children who stand out as different in some way are easy targets. Looked after children are concerned about anything that emphasises difference such as not wearing the right uniform. A change in placement, particularly if it is a part-time place, also serves to emphasise their difference from the majority increasing the likelihood of bullying.

The Children's Commissioner for England has expressed concern about bullying experienced by young people who are already vulnerable and in the public care system. His advice includes:

- Identifying vulnerable children and young people at those critical moments and transitions when they become vulnerable and providing additional support when needed.
- Engaging children and young people in learning about difference and social diversity.

6.2 Traveller Children

Traveller families have been universally stigmatised and treated with hostility by the majority culture. They are commonly perceived as a problem by the settled community. Such attitudes give rise to concern for the experiences of traveller children.

Staff in schools do not always recognise traveller children as targets for racist bullying because they are white. Staff need to know that both Irish and Romany travellers are a racial group as defined in the Equality Act 2010 and therefore have 'protected characteristics'. Staff must be aware of the requirement to record and report racist incidents in respect of traveller children.

Traveller children may not start at the beginning of a school year when it is likely that class rules and anti-bullying policies are being revisited. They may need specific introduction to both of these areas and to be told how and to whom to make a complaint within school.

Widespread discrimination in the community can make the world a frightening place. As a result, there can be a tendency to overreact to situations or take pre-emptive action which then results in traveller children being classed as the bully/ troublemaker.

Traveller children want to be included by both peers and staff without having to reject their own culture.

Investigation of incidents and a willingness to believe that traveller children are telling the truth are vital to resolving incidents.

6.3 Children with Learning Difficulties and / or Disability and Children with Special Education Needs

Children with disabilities/special needs do not always have the levels of social competence and confidence, and the robust friendship bonds that can protect against bullying.

The key duties of our schools are:
- Not to treat disabled pupils less favourably; and
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

Staff need to be aware of those children who may be vulnerable to bullying because of their individual needs and should ensure they are provided with appropriate means of support. Children with special needs and disabilities may not always have the communication skills to report, effectively and in detail, specific incidents of being bullied and will need specific assistance with this.

Bullying can be a barrier to learning for some children who will not be able to learn effectively because of the social and emotional effects of the learning difficulty and disability. Where there is discriminatory bullying, the underlying attitudes and values that are informing the behaviour need to be addressed on a whole school basis. By developing an inclusive culture, policies and practices we will be better able to combat negative attitudes to learning difficulties and disability by celebrating and valuing the success of all pupils. This fosters mutual respect and raises the self-esteem of pupils who have special educational needs.

6.4 More Able Children

More able children can suffer from bullying because they "stand out from the crowd" - particularly those who are very able. The problem with being labelled as such, is not considered to be the label itself but rather the way other people perceive it and use it. Peers, family and others they met including some education staff give some children who are more able negative labels. Hurtful comments and unpleasant nicknames do nothing to promote feelings of belonging, popularity or acceptance.

It would be wrong to assume that because a child has strengths in a particular area (for example academic ability) that they will be able to ignore bullying behaviour or defend themselves against it. It takes determination and practice to refuse to allow others to destroy self-esteem. When faced with bullying and harassment some more able children may choose to underperform in order to be accepted by their peers and in an attempt to stop the harassment they are experiencing.

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Staff and volunteers working with such children are advised not to take the inclusion of them for granted and to sensitively deal with noted drop in performance or other indicators that bullying may be occurring.

6.5 Young Carers

Some children will become vulnerable to bullying because they provide care to someone in their family who has a disability, an illness, a substance misuse problem or a mental health problem. Research has revealed the difficulties that young carers face alongside physical tiredness, emotional stress and ill-health.

Staff in school can help by:
- Being alert to signs that someone may be a young carer.
- Knowing what support structures and services are available.
- Listening to young carers and being sensitive to their needs, whilst respecting any desire on the part of the young carer to keep their family situation as private as possible.
- Providing opportunities in school time to complete homework.
- Providing agreed access to a telephone.
- Understanding that each individual has their own differing needs and requirements.

6.6 Children and Young People Subject to Racism

Racism means that an individual considers that they have been abused and harassed because of their race, colour or beliefs. Racist words and behaviour are attacks on the values, commitments and loyalties central to the person's sense of identity and self-worth. A distinctive feature of a racist insult or violence is that the person is offended not only as an individual but as a representative of their family, community, or group. Other members of the family, community or group will feel threatened, intimidated or marginalised as well as the individual.

People who commit racist attacks often see themselves as acting on behalf of a wider community. Britain is a multi-racial and multi-faith country in which everyone has an equal right to have their culture and religion respected by others. As a school we can positively influence the attitudes and behaviour of children and the wider community on race and racism.

When dealing with racist incidents, we must address:
- The feelings, needs and wishes of the child or young person who was abused and of their parents or carers. Staff must be aware of the previous experiences of ethnic minority children and young people, and particularly asylum seekers, which may influence their reaction to any racist incidents.
- The behaviour of the children and young people principally responsible for the bullying.
- The involvement of any supporters, bystanders or witnesses.

6.7 Children and Young People Subject to Homophobia

Homophobic bullying is a problem that young people may face whether they are lesbian, gay, bisexual or straight. Young people subject to homophobic bullying must know they will be given confidentiality and access to appropriate advice.

Homophobic behaviour can start in primary school when children frequently misuse words such as "gay" as a generic insult or term of abuse. Comments that question others' masculinity or femininity, as well as those that refer directly to sexuality, is also frequent and damaging. In school we are ideally placed to challenge homophobia because as we make a significant

contribution to the development of attitudes and values in young children that are likely to be resistant to change in later life.

Teachers should be able to deal honestly and sensitively with any questions around sexual orientation, offer support, and be able to deal with homophobic bullying.

6.8 Sexist or Sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

7. The Effects of Bullying

7.1 Risk Factors Associated with Bullying Behaviour

Children's behaviour is influenced by several factors that include their overall development, their environment and the behaviour they learn from adults who care for them.

Bullying behaviour can be triggered by a number of factors, which may include:
- Beliefs, values and prejudices.
- Emotional or behavioural disorders affected by personal and home circumstances including witnessing or being subject to abuse and/or neglect.
- Difficulty in using social and emotional skills e.g. lack of empathy, low self-esteem, underdeveloped ability to resolve conflict/problems through discussion.
- Family influences e.g. parental modelling of bullying behaviour, parents encouraging their children to respond aggressively to conflict in an effort to prevent them from being bullied.

There is evidence to suggest that a significant number of young offenders have prior involvement in incidents of bullying, either as the harmed or the harmer. Many of the risk factors identified in connection with offending behaviour are similar to the triggers of bullying behaviour described above.

7.2 Young People Stuck in the Bully-Victim Cycle

Some young people may be bully/victims, i.e. they may display bullying behaviour, but have also been harmed by bullying. They appear to be the most troubled, as they are likely to have the highest level of conduct, school and peer-related problems, and are considered to be the most at-risk group. They are more likely to be persistent absentees, act out or suffer from psychiatric conditions.

Children who bully are likely to look for situations where they know that they are less likely to be observed and in places where there is little or no supervision by adults. They usually target children who are less likely to be protected by their friends or other young people.

7.3 Changes in Behaviour Associated with Being a Victim of Bullying

A child usually gives an indication that things are not going well for them, usually through a change in their behaviour or emotional state. Sometimes this change may be a result of being bullied. The list below details changes in behaviour which may be displayed by children and young people who are victims of bullying.

Children and young people may:
- Lack concentration on schoolwork or begin to perform poorly at school.
- Be intermittently absent from school.
- Be reluctant to walk to or from school or to any place that they may normally go; wanting a lift or wanting you to come with them.
- Want to change their usual routine.
- Be reluctant to talk about school.
- Not want to leave the house.
- Want to move or change schools.
- Become withdrawn, anxious or lacking in confidence.
- Lose, increase or change in appetite.
- Become aggressive, disruptive or unreasonable.
- Have unexplained cuts, bruises or other injuries.
- Complain of headaches/stomach aches frequently.
- Start to stammer when they did not do this before.
- Cry themselves to sleep, change their sleeping pattern or have nightmares.
- Start bedwetting.
- Cry or get angry with no clear explanation.
- Attempt or threaten to self-harm, commit suicide or run away.
- Come home with torn clothes.
- Have possessions that are damaged or 'go missing'.
- Ask for or steal money on a regular basis (to pay the bully) or come home hungry because dinner money has been taken.
- Bully other children or siblings.
- Be afraid to tell you what is wrong.
- Be afraid to use the internet or mobile phone (when previously this was not the case) or be nervous or jumpy when cyber messages are received.
- Become clingy towards their parent or carer.
- Have a sudden change in social group, i.e. does not wish to talk about or play with certain friends give improbable excuses for any of the above.

7.4 Bystanders

A bystander is a person who does not become actively involved in a situation where someone else requires help and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the side lines and doesn't intervene or get help, even if someone needs it. Bystanders are those children who gather to watch a playground fight. They are the audience that engages in the spectacle, and watches as a drama unfolds. Though they do not actively participate, they encourage the perpetrators, who will feel driven on by the audience.

Bystanding in the context of bullying is not passive; witnesses to bullying play very different roles, some more active than others, and these contribute significantly to what takes place. 'Doing nothing' does have a real impact on events and may cause harm.

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7.5 Longer-Term Effects of Bullying

Some children who are bullied can experience the effects of bullying in the short-term, but with minor intervention and support the effects may be alleviated. Others may experience problems that are more concerning, serious or extended and will need more comprehensive longer-term intervention to support and enable them to adapt and to move on to a positive pathway. Some people who are harmed by bullying may not experience any effects until sometime after the incident. Bystanders may also be affected by what they have witnessed, as well as families of young people involved in bullying - either through them showing bullying behaviour or being harmed by it.

The experience of being bullied can end up causing lasting damage to victims. This is both self-evident, and also supported by an increasing body of research. It is not necessary to be physically harmed in order to suffer lasting harm. Words and gestures are quite enough. For the most part, physical damage sustained in a fist fight heals readily, especially damage that is sustained during the resilient childhood years. What is far more difficult to mend is the primary wound that bullying victims suffer which is damage to their self-concepts, to their identities. Bullying is an attempt to instil fear and self-loathing. Being the target of bullying damages your ability to view yourself as a desirable, capable and an effective individual.

The following list summarises some of the effects bullying victims may experience:

In the short term:
- Anger.
- Depression.
- Anxious avoidance of settings in which bullying may occur.
- Greater incidence of illness.
- Lower grades than non-bullied peers.
- Suicidal thoughts and feelings.

In the long term:
- Reduced occupational opportunities.
- Lingering feelings of anger and bitterness, desire for revenge.
- Difficulty trusting people.
- Interpersonal difficulties, including fear and avoidance of new social situations.
- Increased tendency to be a loner.
- Perception of self as easy to victimise, overly sensitive, and thin-skinned.
- Self-esteem problems (do not think well of self).
- Increased incidence of continued bullying and victimisation.

8. Preventive Strategies

It would be virtually impossible to eradicate bullying in school completely, however by taking a comprehensive and all-round approach it is possible to drastically reduce the number of incidents and improve the wellbeing of children in the community.

We educate the children about bullying through a number of activities and initiatives. These include:

- Weekly class assemblies which cover topics such as friendships, getting on and falling out, being kind, online safety, healthy relationships, resisting peer pressure, keeping secrets, diversity and celebrating differences, discrimination and the law along with specific anti-bullying messages.

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- A whole school super learning day which happens during Anti-Bullying Week in the Autumn term. The day is carefully sequenced to ensure progression between year groups and a wide coverage of topics. It is also adapted each year to tie in with that year's theme. Here the children look at a wide range of issues connected with bullying and are taught who can help if they feel they are being bullied. Other super learning days that take place throughout the year on the topics of keeping safe, friendships, relationships and health & well-being (including mental health) also feed into our preventative work around anti-bullying.

- Through our PSHE (including the statutory Relationship and Health Education) curriculum the children are taught about relationships and friendships, how to ensure they are healthy relationships and what to do if they think they are being bullied.

- In Year 6 the children follow the Real Love Rocks scheme of work that teaches them about healthy relationships and explore the concepts of resisting peer pressure.

- We are a No Outsiders school and regularly teach the children about the Equality Act through the scheme of work which provides activities linked to picture books.

- We have been awarded the Silver Award for our work in Philosophy for Children (P4C). P4C enquiries improve children's critical, creative and rigorous thinking and helps them to develop higher order thinking skills, improve communication skills and learn to co-operate with others. The children's understanding of relationships, behaviours, emotions, thinking and feelings they learn in PSHE allows them to make reasoned judgements and put forward views on the implications that these have in the world.

- The children are regularly taught about online safety and how to behave responsibly online. They are taught how they can report and stop unwanted online activity.

- Staff receive regular CPD around bullying issues, usually prior to when we start to plan the super learning day.

- All children and parents are given an anti-bullying leaflet annually explaining what bullying is and how to report it.

9. Responding to a bullying incident including ways to deal with the bully and how to support a child/young person who has been bullied, including reporting and recording procedures

Reporting systems for pupils and parents

We encourage pupils and parents to report bullying in confidence using a variety of methods. However, if pupil safety is a risk then school staff cannot guarantee to keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this.

Pupils: - the pupil version of the Anti-Bullying Policy advises what to do when they have been bullied or witnessed it.

- Posters are displayed around the school which gives examples of bullying behaviours and informs the pupils what to do if they are being bullied or have witnessed any bullying – these are updated each year to reflect the current theme of Anti-Bullying Week or issues we want to raise awareness of.
- Place2talk is a play therapy service available to all children from Year 1-6 where they can talk in confidence about any worries they have – not just related to bullying.

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- We have joined the Anti-Bullying Alliance's All Together Programme (jointly funded by the DfE and ABA) and during the academic year of 2020/21 we will access the resources available including the pupil wellbeing questionnaire, the audit and action planning tool, online training, and anti-bullying resources.
- Our Learning Mentor has an open-door policy where children can talk to her about any worries they have around bullying or anything else.
- Children are aware that they can report any instances of bullying to someone they trust

Parents: - If you suspect your child is being bullied or has witnessed an incident

- If you want to discuss concerns about bullying, then you can contact the school by phone or email. You can also speak to a member of staff on the gate/door when you drop your child at school. All members of staff are aware of the school's policy on bullying and can take the initial information from you. If necessary, the class teacher or a member of SLT can then call you back to discuss the matter further.
- Reassure your child that they have made the right choice to tell you about their worries, that it will be dealt with and support them during the process
- Remind your child not to retaliate violently and to let the grown-ups deal with it

Staff: - Procedures to follow when an incident of bullying has occurred or been reported

The following steps will be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. Seek advice or assistance from SLT if needed.
- It is important to try to establish whether the incident is bullying or falling out/unkind behaviour. Remember the definition of bullying is a behaviour that is repeated over time, that intentionally hurts another individual or group physically or emotionally. If the incident is not deemed to be bullying, then the staff should follow the school's behaviour policy in dealing with it.
- Record all factual information detailing all significant incidents, events, actions taken and outcomes with dates and times on CPOMS and alert SLT, the Learning Mentor, relevant class teachers and teaching assistants
- Ensure that the target, aggressor and participants are identified in the log and those children are tagged in the CPOMS in order to build up a clear picture of pupil's history and involvement.
- If a child has disclosed information themselves, make as many notes as possible and include; the child's account in full, any questions you asked the child, time and place you spoke to them, anyone else who was present, the child's demeanour and what actions were taken. Make sure the child's own words are included if they have disclosed information. Remember to repeat back to the child what they have said and check that you have recorded it accurately.
- Professional opinions when recording incidents are important to note but should be recorded as opinions, and staff should only note them if they are qualified to do so.
- Record on CPOMS any relevant conversations with parents about bullying or safeguarding concerns and any conversations with other agencies or school staff with actions taken and the reasons for taking those actions.
- If any injuries occurred, descriptions of injuries and should be added and the body map on CPOMS should be completed. Make the record as clear as possible but be careful when using descriptive language of injuries ensuring it is not prejudicial.
- All CPOMS should be completed as soon as possible whilst details are still fresh in everyone's mind, preferably on the same day.

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- If there is an immediate safeguarding concern, then the DSL and/or Deputy Safeguarding Leads must be informed verbally without delay.
- Parents/carers of all children involved in the incident must be spoken to about the incident and kept informed throughout.
- The behaviour policy will be followed and steps will be taken as appropriate and everyone involved will be told what is going to happen.
- Close and continual monitoring of the people involved in a bullying incident will take place and be recorded on CPOMS.
- If necessary and appropriate, police will be consulted.
- After the incident / incidents have been investigated and dealt with, each case the situation will continued to be monitored to ensure repeated bullying does not take place.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experiences with a member of staff he/she feels comfortable talking to.
- Reassuring the pupil that none of it is his or her fault.
- Offering continual support by Learning Mentor or Place2Talk. Further work may be undertaken by the Nurture Unit staff to support the child.
- A referral will be made to Place2Be if appropriate.
- If appropriate, restorative justice will be undertaken to allow both parties to discuss the situation and resolve any issues.

Pupils who have bullied:

- The behaviour policy will be followed and appropriate steps will be taken.
- There will be an opportunity for the child to talk about what happened and reflect on their behaviour and the need to change. Further work may be undertaken by the Nurture Unit staff to help the child reflect and change.
- Staff will attempt to discover why the behaviour happened.
- A referral to Place2be will be made if appropriate.
- In some cases, referral to outside agencies for specialised support (e.g. Youth Offending Team on anti-social behaviours/racist bullying/work within the community)
- If appropriate, restorative justice will be undertaken to allow both parties to discuss the situation and resolve any issues
- Parents/carers will be informed and asked to help change the attitude of the pupil.

10. Monitoring, evaluation and review

Data is vital in enabling us to understand the nature and extent of any bullying taking place within our school community. It can also help us to spot any new trends emerging and develop training and strategies in line with these.   Monitoring is essential to help assess progress and evaluate the impact of our anti-bullying policy. The results will inform planning so that action can be targeted

In the academic year of 2020/21, we are undertaking the Anti-Bullying Alliance's All Together Programme.   This evidence-based programme is proven to reduce bullying and improve wellbeing in schools. It will support us to make whole-school change, review practice, set goals, seek evidence and improve practice. Surveys through the 'All Together Pupil Wellbeing Questionnaire' will tell us about levels of wellbeing and bullying among our pupils and allow us to monitor progress over the course of the programme. The results will report on a variety of indicators including SEN/disability and free school meals.

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We will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The policy is available on the school website. The Governing Body will also review this policy every year.

11. Complaints Process

If a parent/carer is not happy with the way in which an incident has been handled, then they should follow the school's complaints procedure. A copy of this can be found on the school website or a printed copy is available upon request from the school office.

Appendix A – Useful Links

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape
www.kidscape.org.uk
02077303300

Childline – advice and stories from children who have survived bullying
08000 1111

Bullying online
www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

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