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Anti-Bullying Policy

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Version	Date	Comments / Amendments made	Author
01	September 2022		S. Dainty

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1. Aims

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To model, encourage and promote positive social relationships

- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement

- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, deescalate and /or stop any continuation of harmful behaviour

- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident

- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary

- To apply reasonable and proportionate disciplinary sanctions to CYP causing the bullying

- To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour

- To safeguard and offer support and comfort to CYP who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self esteem.

- To address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying

- To identify vulnerable CYP and those critical moments and transitions when CYP may become more vulnerable to bullying and provide additional support/safeguarding when needed

- To ensure all staff are trained and supported to enable them to model positive relationships

- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors

- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

2. A Definition of Bullying:

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect CYP's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour

- It is usually repeated over time

- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

At our school, bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can present in different forms:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Specific types of bullying:

The school recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include:

- Bullying related to race, religion or culture

- Bullying related to special educational needs (SEN) or disabilities

- Bullying related to being gifted or talented

- Bullying related to appearance or health conditions

- Bullying related to sexual orientation

- Bullying of young carers or looked–after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

See Appendix C Specific Types of Bullying for more information.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some CYP can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

Recognising Signs and Symptoms

The school recognises the fact that some CYP are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. CYP who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money

- Starting to steal money (to pay the perpetrator)

- Becoming easily distressed, disruptive or aggressive

- Developing problems with eating and food

- Running away

- Developing sleep problems and having nightmares

- Developing suicidal thoughts or attempting suicide.

Where CYP are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service.

Recognising Reasons why CYP may Bully

The school recognises the fact that CYP may bully for a variety of reasons. Recognising why CYP bully supports the school in identifying CYP who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some CYP may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances

- Liking the feeling of power and using bullying behaviour to get their own way

- Having a temperament that may be aggressive, quick tempered or jealous

- Having been abused or bullied in some way

- Feeling frustrated, insecure, inadequate, humiliated

- Finding it difficult to socialise and make friends

- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others

- Being unable to resist negative peer pressure

- Being under pressure to succeed at all costs.

3. Implementing the policy at our school

This policy is set within the wider context of the school's overall aims and values. In establishing an environment where children can enjoy school, free of bullying, we:

- Create a school ethos where all individuals are encouraged to respect the needs, rights and wishes of others

- Provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture.

- Develop skills of cooperation, listening, sharing, negotiation and conflict resolution

- Enhance pupils' self-esteem, confidence and problem-solving

- Have identified a range of consistent procedures for dealing with incidents
- Offer support to both victims and perpetrators
- Implement strategies for supervision of "higher risk" areas and times of the day
- Implement strategies for dealing with perpetrators.

All children are reminded:
- to tell any member of staff if they experience or witness on going abuse, of any kind, to one individual
- to report and discuss attitudes or actions which they find unacceptable or difficult.

All parents are reminded:
- to contact the class teacher in the first instance by telephone or by calling in at the school to request an appointment or by using the class teacher's email address

All children and parents should feel confident that the issue or concern will be dealt with swiftly, fairly and in a non-confrontational way.

4. Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
- Implementing a whole school approach to the teaching of PSHE
- Implementing a Personal Safety Programme – *Protective Behaviours*
- Ensuring that the school's anti-bullying approach or charter is actively promoted in assemblies and other formal occasions
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing a school council and regular class council time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying

- Providing peer support systems such as playground buddies/Friendship Benches and our anti-bullying ambassadors
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying though whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across year groups and key stages
- Providing information on support agencies such as ChildLine, including telephone numbers for help lines and addresses for supportive websites
- Working in partnership with other schools/local authority services on antibullying initiatives

5. Reporting incidents of bullying

The school encourages and equips the whole school community to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff, including teachers and support staff who are aware of the importance of listening to children's concerns. We encourage all children to think about significant members of the school community that they can go to when they have a problem. All classrooms have a worry box.
- Teaching and support staff who are trained in listening skills and anti-bullying issues
- There are five designated Persons for Child Protection
- A buddy system for younger and older children
- Independent listeners/buddies, identified by the children themselves, including older pupils and adults "significant adults" other than teaching staff to whom CYP who are experiencing being bullied may turn.

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- The ABA top tips poster for children (Appendix 2)
- The school's website
- Positive behaviour strategies are promoted through classroom work and assemblies
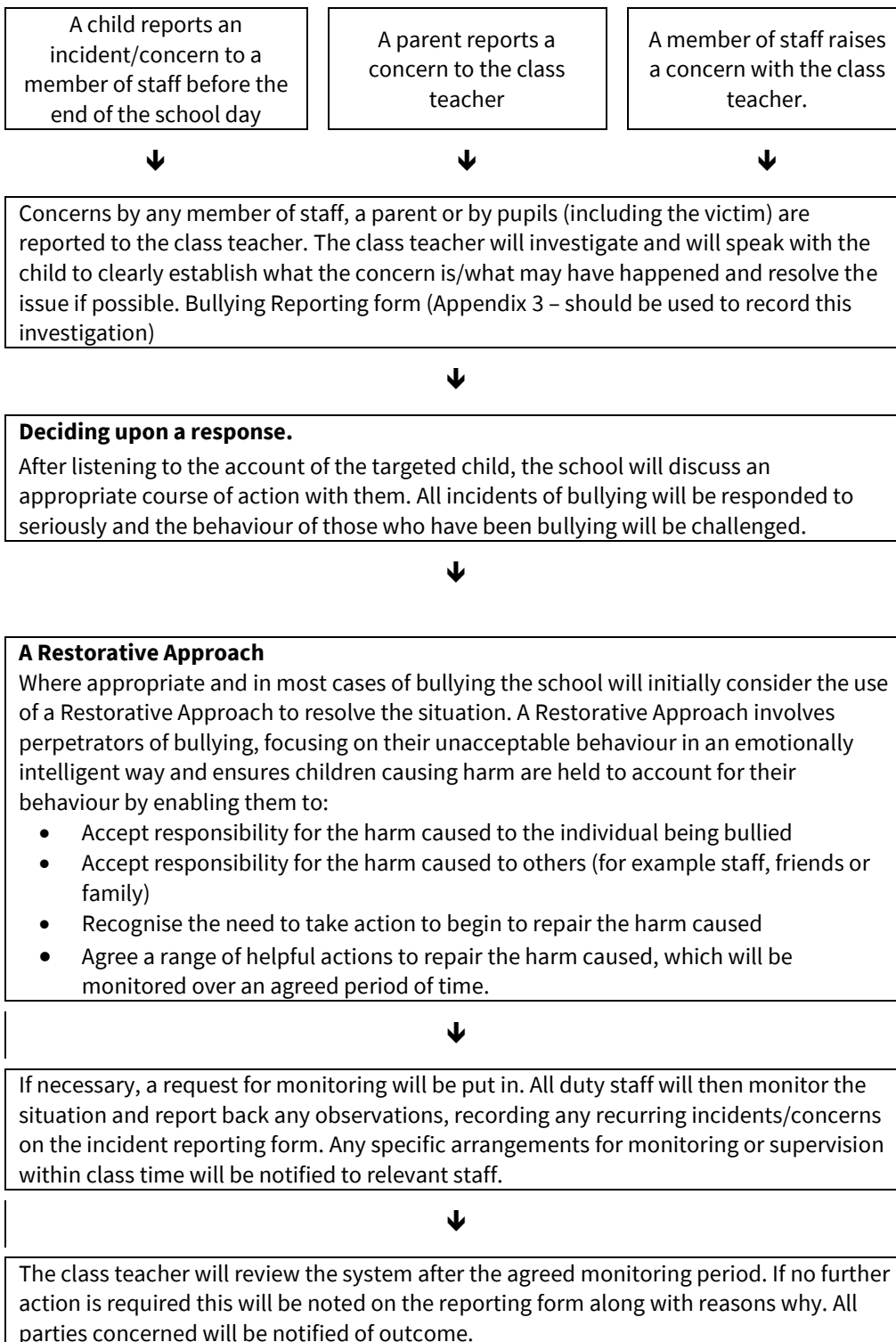- The school's curriculum/open evenings for parents/carers.

6. The agreed procedure for dealing with reported concerns/incidents of bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding CYP identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

A child reports an incident/concern to a member of staff before the end of the school day	A parent reports a concern to the class teacher	A member of staff raises a concern with the class teacher.

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Concerns by any member of staff, a parent or by pupils (including the victim) are reported to the class teacher. The class teacher will investigate and will speak with the child to clearly establish what the concern is/what may have happened and resolve the issue if possible. Bullying Reporting form (Appendix 3 – should be used to record this investigation)

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Deciding upon a response.
After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

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A Restorative Approach
Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

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If necessary, a request for monitoring will be put in. All duty staff will then monitor the situation and report back any observations, recording any recurring incidents/concerns on the incident reporting form. Any specific arrangements for monitoring or supervision within class time will be notified to relevant staff.

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The class teacher will review the system after the agreed monitoring period. If no further action is required this will be noted on the reporting form along with reasons why. All parties concerned will be notified of outcome.

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the CYP's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the school's restorative approach, sanctions for bullying are intended to hold CYP to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the CYP to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP
- Removing/excluding CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some CYP who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

If further action is required:

The victim(s) and the alleged perpetrator(s) are spoken to on separate occasions by the class teacher. Where appropriate, all children may be spoken to together in order to seek a way forward.

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The class teacher keeps a log of reported incidents (reported or witnessed). A pattern of behaviour or incidents may be observed.

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Any evidence along with proposed action is then reported to the Phase Leader who will make the Head Teacher aware of the situation and together they will discuss next steps which may include external Support.

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The perpetrator may be excluded from areas of the playground and they may also have to participate in a support programme (e.g. social skills/language group/anger management). They may then be reintegrated onto the playground for small periods of time under closer supervision.

The victim is provided with a circle of friends to support and instil confidence. They may also be included in a self-esteem group if necessary.

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Parents are kept informed of any further reported incidents and actions being taken.

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In extreme circumstances a suspension/exclusion may then be considered necessary. The Department for Education Guidance for Exclusion will be followed.

We ensure that both victim and perpetrator:

- Explore feelings and express them
- Understand other points of view
- Control their anger in a variety of ways
- Identify targets towards better relationships
- Set time constraints for reviews and new targets

7. Working with parents / carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the Head/Deputy Head and PSHE Coordinator will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's Bullying Investigation Report Form. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying….' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

8. Monitoring this policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the PSHE Coordinator, SMT and Child Protection governor and involves monitoring and evaluating antibullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, CYP (see section 3i) and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school or local authority regarding bullying
- Records of peer support initiatives
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Suspension/Exclusion data relating to bullying
- Risk assessment for CYP who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing
- Information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development/ Improvement Plan and other appropriate actions plans.

The policy is reviewed as necessary but at least every 2 years.

This policy should be read in conjunction with:

- 'Expectations of Behaviour' within our Behaviour Curriculum
- The school 'Rewards and Sanctions' (Behaviour Policy)
- E-Safety Policy/Acceptable Use Policy (Computing)

Appendix 1 – Specific Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveler children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools are advised to log all incidents of racist or faith- based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: ". any incident which is perceived to be prejudice-related [racist] by the victim or any other person."

In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

Bullying related to ethnic, cultural and religious backgrounds

Racist or faith-based bullying is bullying based on a person's ethnic background, colour, religion or cultural heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where Black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Gypsy, Roma and Traveller (GRT) children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racist and cultural dimensions in bullying can be seen to heighten the negative impact on a child's sense of identity, selfworth and self-esteem.

Bullying related to gender

Sexist and sexual bullying affects all genders. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Gender stereotyping can also have a negative impact on children and young people in that it can limit

their aspirations and can make them feel they should not or cannot do certain things, e.g. 'boys don't do ballet' or 'girls can't play football'. 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.

Bullying related to gender identity

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (i.e who identify as non-binary), those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender can also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying.

Bullying related to sexual identity or orientation

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers.

Homophobic and biphobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Homophobic and biphobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context; biphobic abuse such as 'don't be greedy' or 'make your mind up'; also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behavior

- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Bullying related to special educational needs and disabilities (SEND)

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause

feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Appendix 2 – Anti-Bullying Alliance Top Tips Poster

Showed on following page

Top anti-bullying tips

Tips for children and young people

Are you a young person who's suffering at the hands of bullies? Or maybe you're witnessing others being bullied? Either way there are ways around it. Here's our anti-bullying tips for you.

- It doesn't matter what colour hair you have; what trainers you are wearing; how you speak; how you walk; how you talk – **it is not your fault if you get bullied.** We are all different in some way and that's what makes us amazing.

- Whether you are a boy or a girl, old or young, big or small – bullying makes you feel rubbish and it's okay to be upset about it. **The important thing is that you tell someone about it.**

- If you feel you can, talk to a teacher you trust or your parents, brother or sister. If you don't want to do that **you can always call Childline** 0800 11 11 or visit www.childline.org.uk.

- Keep a record of what happened, when it happened, and who was involved. If the bullying is online, **keep the evidence** – save or copy any photos, videos, texts, emails or posts.

- It can be tempting if you are being bullied to retaliate – for example to send a horrible message back to someone; to try and embarrass and hurt the other person, or to fight back. **This is not a good idea– you might end up being seen as the trouble maker or get yourself even more hurt.**

- **Think about other ways you can respond to bullying.** For example, practice saying: "I don't like it when you say that/do that – please stop." Think about other people who can help you if you are being bullied – this could be other classmates, or a teacher.

- **Only hang out with people who make you feel good about yourself.** If someone constantly puts you down they are not a real friend and not worth your time.

- **Be kind to yourself**, and do things that make you feel good, relax and make new friends. You might play an instrument; write lyrics; draw cartoons; dance; act or join a sports club. This is your life so make sure it's the best life possible – don't let anyone bring you down.

- **Remember to be kind to other people!** Just because someone is different to you and your friends – that doesn't mean you are better than them or have a right to make them feel bad. If you mess up, say sorry. You don't have to be friends with everyone – but you should always show respect, make it clear that you don't like it when people bully others, and stick up for people who are having a hard time.

www.anti-bullyingalliance.org.uk

Appendix 3 – Reporting Form

This is held as a separate file. Images of the form are shown below:

Any prior documented incidents by the alleged offender on the alleged victim?   ○ Yes   ○ No
(If yes, a summary of these is to be attached to this report)

Evidence submitted

○ Notes   ○ E-mail   ○ Photos   ○ Video/Audio

Additional pertinent information gained during the investigation: (attach a separate sheet if necessary)

_____
_____
_____
_____
_____

Outcome:
Based on this investigation, the school determines the following:

There was a determination of bullying?   ○ Yes   ○ No

○ Yes – take prompt and appropriate disciplinary actions pursuant to behaviour policy.

○ No – If a different violation of the school rules has occurred, take appropriate action.

Consequences considered appropriate:

Sanction based:
(Written in order of escalation)

- Verbal warning / reprimand
- Parent meeting
- Loss of recreation time
- Internal exclusion
- Withdrawal of privileges
- Temporary exclusion
- Permanent exclusion

Resolution based:
(Written in order of escalation)

- Discussion between both offender and victim in order to develop empathy and understanding of impact of bullying
- Restorative justice conference
- Written agreement between both parties on how to move forward

Communicating the outcome:
Upon completion of an investigation, the principal/designee will notify the reporter and parents/legal guardian of the students involved of the findings and the result of the investigation:

Pupil	Parent/Guardian	Date of notification	Method of notification	Notes

Summary of investigation:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Principle investigator name:

Principle investigator signature: **Date:**

Headteacher name:

Headteacher signature: **Date:**