

THE RICHARD PATE SCHOOL



Anti-Bullying Policy

September 2020

1. Statement

This policy applies to all pupils in the School, including those in the Early Years Foundation Stage.

At The Richard Pate School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment where our pupils can learn and play, can talk about their worries, confident that an adult will listen and offer help.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to respect the staff, the School and each other, in return. All forms of bullying are unacceptable at our School and any instances will be recorded and, where appropriate, will result in disciplinary action.

The Richard Pate School prides itself on its respect and mutual tolerance. Parents/ guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that School and homes have consistent expectations of behaviour and that they co-operate closely together.

This policy is available to parents of pupils and prospective pupils on our website. It is also communicated to all staff and pupils.

2. Aims

The aim of this policy is to explain clearly:

- What bullying is and signs and symptoms;
- How we work to prevent bullying;
- How to report bullying; and
- Our procedure for investigating and dealing with reported bullying.

The DfE non-statutory advice on the prevention of bullying is contained in "Preventing and Tackling Bullying" (July 2017) and Cyberbullying: Advice for head teachers and school staff (2014).

The policy links with the Every Child Matters agenda, in that every child has a right to grow up safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

This policy should be read in conjunction with the following School Policies: Behaviour Management Policy, Equal Opportunities, Exclusions and Rules for Children.

3. Roles & Responsibilities

- The School has a legal responsibility for preventing and tackling bullying (under the Education Act 2002, Education & Inspection Act 2006 and The Equalities Act 2010).
- The DSL is responsible for reviewing and updating this policy annually alongside the School's SLT.
- The Headmaster is responsible for presenting this policy to Trustees annually for review.
- The Safeguarding Trustee is responsible for reviewing the School's bullying records at least annually but normally 6 monthly with the DSL when reviewing the School's safeguarding policies and procedures.
- All staff, pupils and parents / guardians are responsible for reporting suspected incidences of bullying, and being aware of the policy and working to prevent bullying.

4. Definitions

Bullying

Bullying is defined as deliberately hurtful behaviour towards another pupil or group either physically or emotionally often repeated over a period of time. Bullying results in pain and distress to the victim (referred to as the target hereafter), sometimes causing psychological damage and even in the most extreme cases suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can happen face-to-face or through cyberspace and comes in many different forms:

Verbal: Name calling, persistent teasing, mocking, taunting and threats.

Physical: Any form of physical violence, intimidating behaviour, theft or the intentional damage of possessions. This includes hitting, kicking and pushing.

Emotional: Excluding, tormenting, ridiculing, humiliation, setting people up, graffiti and spreading rumours.

Cyber: see below.

Bullying can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation, where someone encourages others to bully, or joins in laughing at a target. Bullying is often hidden and subtle. It can be overt and intimidating.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

Cyberbullying

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a target who cannot easily defend himself/herself.

Examples of cyber bullying:

Abusive comments, rumours, gossip and threats made using digital communications and/or technologies - this includes internet trolling.

Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation.

Hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person.

Creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours.

Pressurising someone to do something they do not want to.

Bullying is not:

One-off incidents: Bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things when they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. The children may still need support to deal with these situations. We will take seriously all incidents and allegations, including one-off incidents and keep a record of these.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

5. Why are Young People Bullied?

Children are most commonly bullied because of a real or perceived "difference" and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because a child is adopted or is a carer.

6. Effects of Bullying

The effects of bullying can be severe and can often continue long into adulthood and drive countless children into depression or self-harm. Some will even attempt or commit suicide.

When left unaccounted for, bullying doesn't just affect the target and the children who are bullying, but everyone who is exposed to the environment in which it occurs - most commonly at school.

7. Impact on Bullied Children

Children who are bullied are more likely to:

- have low self-esteem;
- develop depression or anxiety;
- become socially withdrawn, isolated and lonely;
- have lower academic achievements due to avoiding or becoming disengaged with school;

- be unable to form trusting, healthy relationships with friends or partners in the future.

8. Impact on Children who Bully

Children who frequently bully others are more likely to:

- drop out of, or be expelled from school;
- engage in criminal behaviour;
- develop depression or anxiety;
- be abusive towards their sexual partners, spouses or children as adults.

Impact on bystanders

Children who witness bullying are more likely to:

- feel powerless;
- live in fear and guilt.

9. Impact on the School

If the School does not take significant action against bullying it is more likely to:

- create a negative environment based on a culture of fear and disrespect;
- have poor pupil engagement, staff retention and parent satisfaction;
- give pupils the impression that teachers have little control and do not care;
- instill insecurity, low self-esteem and lack of ambition in their students;
- fail in inspiring pupils to reach their full academic potential.

10. Impact on Families

- It can be very distressing / emotional to have unhappy child at home.
- Families may apportion blame and want to see sanctions applied immediately.
- It can cause families to fall out with one-another.
- Creates negative feeling towards the School.

11. Where might bullying take place?

Bullying can take place in the classroom but in most cases it happens outside of the classroom. It can take place in the playground, cloakrooms, toilets and changing rooms, on residential and day trips or in cyberspace (social websites, mobile phones, text messages, photographs and e-mail). It can take place during out of school group activities and between families.

12. Signs and Symptoms

Pupils who are being bullied may show changes in behaviour or work patterns such as:

- Becoming shy, nervous or anxious;
- Feigning illness;
- Unwillingness to return to school;
- Taking unusual absences;
- Clinging to adults;

- Becoming moody, bad tempered or tearful;
- Lacking concentration;
- Lower standard of work or failure to produce work;
- Belongings suddenly going missing, or are damaged;
- Unexplained cuts and bruises;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self confidence;
- Frequent visits to the Sick room with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers and recorded in accordance with the School's procedure (see below).

13. Preventative Measures

Bullying can take place in all schools, we aim to ensure that bullying does not become a problem by taking the following preventative measures:

Pupils

1. All new pupils are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished and will be supported, even anonymous reports of bullying;
2. We use appropriate assemblies to explain the School policy on bullying, including during national Anti-Bullying Week.
3. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce messages about community involvement and taking care of each other and other people's property.
4. The children are involved in the prevention of bullying and when appropriate, these may include:
 - a. Writing a set of class or School rules.
 - b. Reading stories about bullying or having them read to a class or assembly.
 - c. Making up role-plays about what to do through scenarios of bullying.
 - d. Having discussions about bullying and why it matters that bullies are dealt with.
5. Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
6. Good and kind / polite behaviour is regularly rewarded. We aim to develop the children's tolerance and acceptance of all others and differing points of view as well as likes and

dislikes. We will encourage and reward children for individuality (see Equal Opportunities Policy);

7. Children are fully supervised in some of the situations outside of the classroom where bullying might occur, such as playtimes and changing for games;
8. All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place;
9. Our notice boards display advice on where pupils can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline;
10. Our Year 6 Buddies and Monitors are on hand to help any children at break times.
11. Pupil questionnaires to assess pupil's personal wellbeing are conducted annually. Results of those surveys are discussed at Pastoral Meetings and individuals who present concerning responses are drawn to the attention of class and specialist teachers.

Staff

1. Upon induction, all new members of staff are given guidance on the School's anti-bullying policy and on how to react to and record allegations of bullying at The Richard Pate School;
2. All School staff understand the principles of the School policy, their legal responsibilities, actions to be taken to resolve and prevent problems and sources of further support;
3. All staff have completed training on anti-bullying and regular updates are given;
4. All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are flagged in School Manager in order that patterns of behaviour can be identified and monitored. Personal data is managed in line with statutory requirements;
5. We have a strong and experienced pastoral team of class teachers. We have allocated pastoral leaders, Miss West in the Prep Dept, Mrs Miller-Howell for Lower Juniors and Mrs Wade for the Upper Juniors. All of these staff are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying;
6. In our weekly pastoral meetings guidance is given to other staff on handling and reporting incidents, and on the follow-up work with both targets and perpetrators.
7. Sessions are held where pupils can talk about their worries.
8. Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.

Parents

1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
2. If they are not satisfied with the response, they should contact the pastoral leaders, Miss West in the Prep Dept, Mrs Miller-Howell for Lower Juniors and Mrs Wade for the Upper Juniors.
3. Parents have a responsibility to support the School's anti-bullying policy by actively encouraging their child to be a positive member of the School.

4. We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this Anti-Bullying Policy.

14. Cyberbullying - Preventative Measures

For the prevention of cyber-bullying, in addition to the measures described above, The School:

1. Expects all pupils to adhere to its E-Safety Policy. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use;
2. May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
3. Issues all Year 6 pupils with their own personal school email address. Access to all social media sites and personal email sites such as "hotmail" is not allowed from school computers/ tablets;
4. Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, IT lessons and in assemblies which covers blocking, removing contacts from "friend" lists and sharing personal data;
5. Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
6. Does not allow the children to bring mobile phones or other electronic equipment into School without permission from the Headmaster and arrangements for the class teacher to hold the phone during the School day;
7. Has a policy on taking, storing and using images of children;
8. Offers workshops for parents on safe Internet use;
9. Sends information home to help parents with keeping children safe at home. (See E-Safety Policy);
10. Visiting speakers including the NSPCC and Police;
11. All parents and pupils are required to sign to confirm that they understand and will adhere to the School's acceptable use policy for the safe use of the internet.

15. Reporting Bullying

Pupils

If a child feels that they are being bullied, or they know of someone else being bullied, there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a teacher or adult whom they feel they can trust.
- Tell a friend.
- Tell a buddy.
- Discuss it as part of your Circle Time.
- Put a note in the Worry Box.
- Ring Childline and follow the advice given.

How the child feels **will not** be denied, ignored or played down.

Parents

- Parents are encouraged to report any concerns immediately to the class teacher in the first instance.
- Parents will be fully involved if their child is involved in any bullying situation.
- The matter will be taken seriously and the member of staff will then follow the School's procedure below.

16. Procedure for Dealing with Reported Bullying

The Richard Pate School will ensure that all instances of, or concerns about, bullying and cyberbullying on and away from School premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on our School Manager system in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of our anti-bullying policy.

Every case will be different, however if an incident of bullying is reported, the following framework procedure will be followed: (more detailed guidance to staff using this procedure can be found at Appendix A)

1. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved;
2. The class teacher will be informed immediately.
3. In most cases the class teacher will investigate the incident(s), with the support of the relevant pastoral leader. If the incident(s) is more serious the DSL and Headmaster will be informed.
4. A decision will be made about who will look into the incident, including whether the police/ children's social care should be involved. Any bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is at this point that the DSL may need to refer to outside agencies (such as the police or children's social care). (See Safeguarding Policy)
5. The target will be interviewed as decided in 4 above. In most cases the target will be interviewed by the pastoral lead for that year group (Miss West - Prep Dept and in her absence the class teacher; Mrs Miller-Howell – Lower Juniors and in her absence Mrs Wade; Mrs Wade – Upper Juniors and in her absence Mrs Miller-Howell) with the class teacher in attendance. The contents of this interview will be recorded on School Manager; in Profiles / Meetings. The appropriate box will be flagged to help monitor patterns of behaviour relating to bullying and to keep staff fully informed.

The target will be praised for coming forward and showing courage to report the bullying. He/she will be told what will happen next, and that the objective will be to put a stop to the upsetting behaviour. He/she will be offered some initial immediate support to develop a strategy to help him or herself. It will be made clear to him/ her why revenge or retaliation is inappropriate;

6. The perpetrator / perpetrators, and all others who were involved, will immediately be interviewed and the contents of this interview should be recorded in School Manager and the appropriate box flagged to help monitor patterns of behaviour relating to bullying. It will be made clear why his/ her behaviour was inappropriate and caused distress. He/ she will be offered guidance on modifying his or her behaviour.
7. The class teacher and/or pastoral lead will consider the information collected, and agree a way forward. The DSL and Headmaster may be part of the discussion, and will be immediately notified of the agreed actions.
8. The parents/ guardians of all parties will be informed and may be invited into School to discuss the matter. In clear bullying cases this will be within 24 hours of the initial report. Their support will be sought;

9. A way forward for all parties concerned will be determined. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened (mediation) to help develop a strategy which enables all concerned to close the episode. Each pupil will be told that they will meet with the Pastoral Lead on a weekly basis to review their behaviour for three weeks and thereafter dependent on behaviour;
10. If necessary, disciplinary sanctions and counselling should be determined, and again where possible agreed with all parties. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Management Policy if appropriate;
11. Consideration should be given to children with Special Educational Needs and Disabilities in cases of misbehaviour and advice should be sought from class teachers and members of the SEN Department before sanctions are applied.
12. If the bullying is about a specific issue (e.g. death, divorce, disability) we will mount an educational programme about the problem, but not focused on a particular child.
13. A monitoring and review strategy will be put in place and put on record;
14. Bullying incidents will be discussed regularly at Pastoral and staff meetings;
15. If initial attempts to stop the bullying fail, all parties will be interviewed by the Headmaster and DSL, and appropriate disciplinary measures will be taken in accordance with the School's Behaviour Management Policy.
16. In very serious cases, and only after the Headmaster and DSL have been involved, it may be necessary to make a report to the Police or to Social Services. However, in many cases it will be possible to resolve such issues internally under this policy and the School's Behaviour Management Policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.
17. Where a parent is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parents should refer to the School's complaints procedures as set out in the Complaints Policy on the School website.

17. Sanctions

When bullying is low level we will try to mediate so that children are given a chance to resolve things peacefully. Some children do not appreciate the distress they are causing and are willing to change their behaviour.

If initial attempts to stop the bullying fail then we will have to use sanctions.

The sanctions applied will be appropriate to the incident. They will be dealt with in different ways in the Prep and Junior Departments. We will ask all staff to keep a watchful eye on all parties.

In any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the School;

Nursery & EYFS Pupils

Even the youngest children at The Richard Pate School are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful

and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Mrs Hunte, Nursery Manager and Head of EYFS is in charge of the management of behaviour in the Nursery Department.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the Nursery Department; but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see Mrs Hunte or Miss West (Head of Prep), who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed via a note in the homework diary when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the School to discuss the situation with their child's teacher and Mrs Hunte or Miss West, to agree a joint way of handling the difficulty.

Prep

Sanctions will be applied in accordance with the procedure and may including the following:

1. Verbal Rebuke
2. Time out (i.e., withdrawal from an activity for a short period of time)
3. Phone call home to parents
4. Exclusion (Temporary or Permanent in cases of severe or persistent bullying) – see Exclusion Policy

Juniors

Sanctions will be applied in accordance with the procedure and may include the following:

1. Minus House Point
2. Time out (i.e., withdrawal from play time or an activity or trip – under supervision)
3. Name in the Defaulters Book (but issue dealt with immediately)
4. Phone call home to parents
5. Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
6. Issue of a Blue Behaviour Report Card signed by the above as well as parents
7. In-school Suspension (under direct supervision of a member of staff throughout the day)
8. Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

18. Useful Sources of Information and Support

Childline: 0800 1111 (helpline for children) www.childline.org.uk

Kidscape: 08451 205 204 (helpline for adults only) www.kidscape.org.uk

NSPCC: 0207 825 2500 www.nspcc.org.uk

19. Related Policies

Safeguarding

E-Safety

Behaviour Management

Visitor's Agreement

Special Education Needs (SEN) and Learning Difficulties

Exclusions

Equal Opportunities

Complaints Procedure

20. Review

Reviewed and updated annually and signed off by the Trustees

The updated policy is reviewed annually by all staff.

APPENDIX A

Guidance to Staff Members when following the anti-bullying procedure:

1. The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved;

IF A PUPIL COMES TO YOU ABOUT A BULLYING ISSUE:

They must be reassured that they have been listened to and taken seriously and that the matter will be investigated. If there is a serious concern about their immediate safety this must be reported immediately to the DSL.

IF A PARENT COMES TO YOU ABOUT A BULLYING ISSUE:

Although the parent has told you what has been going on, you really need to hear from the pupil who was the target of bullying. Explain to the parents that you are taking the problem seriously and that you will investigate, report back to them within an agreed timescale. Ask the parent to keep a diary, or to get an older child to keep their own diary of what goes on and who witnesses it. Give the parents a copy of the School's Anti-Bullying Policy (this can be found on the school website).

It is always best to keep notes of the conversation between you and the parent on the pupil's file on School Manager so there is an accurate record of what you were told and the action you have taken. This not only stops misunderstandings at a later date but also demonstrates the action you took when the bullying was reported.

2. The class teacher will be informed immediately (if it wasn't reported to the class teacher).
3. In most cases the class teacher will investigate the incident(s), with the support of the relevant pastoral leader. If the incident(s) is more serious the DSL and Headmaster will be informed.

The primary aim for the relevant teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly;

4. A decision will be made about who will look into the incident, including whether the police/ children's social care should be involved. Any bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. It is at this point that the DSL may need to refer to outside agencies (such as the police or children's social care). (See Safeguarding Policy)
5. The target will be interviewed as decided in 4 above. In most cases the target will be interviewed by the pastoral lead for that year group (Miss West - Prep Dept and in her

absence Mrs Jones; Mrs Miller-Howell – Lower Juniors and in her absence Mrs Wade; Mrs Wade – Upper Juniors and in her absence Mrs Miller-Howell) with the class teacher in attendance. The contents of this interview will be recorded on School Manager; in Profiles / Meetings. The appropriate box will be flagged to help monitor patterns of behaviour relating to bullying and to keep staff fully informed.

The target will be praised for coming forward and showing courage to report the bullying. He/she will be told what will happen next, and that the objective will be to put a stop to the upsetting behaviour. He/she will be offered some initial immediate support to develop a strategy to help him or herself. It will be made clear to him/ her why revenge or retaliation is inappropriate;

6. The perpetrator / perpetrators, and all others who were involved, will immediately be interviewed and the contents of this interview should be recorded in School Manager and the appropriate box flagged to help monitor patterns of behaviour relating to bullying. It will be made clear why his/ her behaviour was inappropriate and caused distress. He/ she will be offered guidance on modifying his or her behaviour.

GUIDANCE ON CONDUCTING THE INTERVIEW - USE FORMS AT APPENDIX B

Interviews are best done outside the pupil's classroom. In most cases interviews should be conducted by the pastoral lead with another teacher (usually class teacher) in attendance but not engaging in the conversation. This should be done with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way. The following may therefore be interviewed:

1. the child who is being bullied
2. the pupil accused of bullying
3. bystanders who were named as being present
4. other staff, teaching assistants and playground supervisors
5. other pupils who are not particular friends of either child

QUESTIONS TO CHILD WHO IS BEING BULLIED:

- How long has the bullying been going on?
- What has been happening?
- Where is it happening?
- Who was involved?
- Were other pupils around at the time?
- How is it affecting the child?
- Did the child tell a teacher or any other adult?
- What would they like to see change?

How to find out the real story: Try to interview the pupils accused of bullying in such a way that they don't have the opportunity to get together to make up stories.

QUESTIONS TO THE PUPIL ACCUSED OF BULLYING:

- Why they think they are there? If they don't know then explain what they are supposed to have done.
- What they think happened?
- Who was there?
- What led up to the incident?
- What their friends were doing while the incident was taking place?
- Whether any other pupils or adults were nearby?
- Is there anything they would like to see change?

The bully may admit the event occurred but it's worthwhile getting them to write it down anyway so you can talk to them about it in more detail later.

Bullies rarely admit what they have done so just because the bullies may be 'nice' children and high achievers from good families doesn't mean that they are not bullying someone else.

GROUP BULLYING:

If a group is involved, try to interview the pupils accused of bullying in such a way that they don't have the opportunity to get together to make up stories.

- Each member should be interviewed individually at first.
- Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that they may face from the other members of the group after interview by the teacher.
- It may also be appropriate or helpful to ask those involved to write down their account of the incident(s);

7. The class teacher and/or pastoral lead will consider the information collected, and agree a way forward. The DSL and Headmaster may be part of the discussion, and will be immediately notified of the agreed actions.

HOW TO PROCEED IF IT HAS BEEN ESTABLISHED THAT BULLYING HAS TAKEN PLACE:

Once you have all the facts and have established that bullying has taken place, you will need to decide how to proceed and what sanctions are suitable. Much depends on the nature of the bullying. You should explain to the pupil that what they have done constitutes bullying and that the School has a zero tolerance of this behaviour.

If it includes violence then you need to report this to the Headmaster or DSL. Schools should always consider calling in the police over violence where the attacker is over the age of criminal responsibility which is 10 in England and Wales. Explain to the bully why their actions were wrong and help them to understand that these actions could land them in trouble with the police later in life.

8. The parents/ guardians of all parties will be informed and may be invited into School to discuss the matter. In clear bullying cases this will be within 24 hours of the initial report. Their support will be sought;

Parents and pupils are required to co-operate with any investigation and assist the School in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;

It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset;

Not all parents are disappointed to learn of their child's behaviour and some may think their child is simply standing up for themselves. They may even be carrying out the parents' advice to 'hit back'.

9. A way forward for all parties concerned will be determined. As part of this process, a meeting involving all the parties, with close staff supervision, may be convened (mediation) to help develop a strategy which enables all concerned to close the episode. Each pupil will be told that they will meet with the Pastoral Lead on a weekly basis to review their behavior for three weeks and thereafter dependent on behaviour.

MEDIATION & GUIDELINES FOR MODIFYING BEHAVIOUR

When bullying is low level we will try to mediate so that children are given a chance to resolve things peacefully. Discuss changes that could be made to help. Some children do not appreciate the distress they are causing and are willing to change their behaviour.

Guidelines for modifying behaviour should be given to help develop a strategy which enables the children to move forward to close the episode. Ensure effective supervision and ask all staff to keep a watchful eye on all parties to monitor behaviour and review.

The plan of action will be initially recorded on the forms at APPENDIX C and also on School Manager. The School should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the School and the supports for their pupils.

10. If necessary, disciplinary sanctions and counselling should be determined and again, where possible, agreed with all parties. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Management Policy if

SANCTIONS

If initial attempts to stop the bullying fail then we will have to use sanctions to the bully and recognise suitable support, such as counselling for both parties. Normally the Pastoral Leader and Class Teacher will decide on appropriate sanctions (the DSL or Headmaster may be involved). They may include any or all of the following:

1. Minus House Point
2. Time out (i.e., withdrawal from play time or an activity or trip – under supervision)
3. Name in the Defaulters Book (but issue dealt with immediately)
4. Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
5. Issue of a Blue Behaviour Report Card signed by the above as well as parents
6. In-school Suspension (under direct supervision of a member of staff throughout the day)
7. Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

It is not appropriate to remove a bullied pupil to another class, it would be better to move the bully (although this would be an action of last resort). Neither is it appropriate to keep a bullied pupil in at break for their own safety. The bully should be the one to have their free time curtailed.

It is vital to keep parents informed of the action you are taking. There is nothing more frustrating or upsetting for a parent than to wait by the phone for a promised call which never comes or to have e-mails or letters ignored. This often leads to the problem escalating to the point where children are removed from school. When setting a timescale for investigating a bullying complaint staff should be realistic and take into account their other commitments.

It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the School;

SUPPORT FOR TARGET OF BULLYING

Ways to help them could include

- To find them a buddy
- To ensure they know exactly who to report to (pastoral support) if they feel upset or under pressure.
- Arrange regular update meetings with their pastoral support / one-to-one counselling.
- To find them things to do at break and lunchtime so they are not alone.

SUPPORT FOR THE PERPETRATOR

- It is vital that the perpetrator is also offered support, there could be other underlying reasons for the behaviour. For instance:
 - should the interview / mediation highlight areas of concern for the perpetrator (for example anger management) these will be addressed through counselling or other suitable support.
 - In some cases the perpetrator will be supported in changing a pattern of behaviour which may have become habit.

It is vital to keep parents informed of the action you are taking.

appropriate;

11. Consideration should be given to children with Special Educational Needs and Disabilities in cases of misbehaviour and advice should be sought from class teachers and members of the SEN Department before sanctions are applied.
12. If the bullying is about a specific issue (e.g. death, divorce, disability) we will mount an educational programme about the problem, but not focused on a particular child.
13. A monitoring and review strategy will be put in place and put on record;

Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect;

14. Bullying incidents will be discussed regularly at Pastoral and staff meetings;
15. If initial attempts to stop the bullying fail all parties will be interviewed by the Headmaster and DSL, and appropriate disciplinary measures will be taken in accordance with the School's Behaviour Management Policy.

SHOULD BULLYING CONTINUE, APPROPRIATE SANCTIONS WILL BE GIVEN

In cases where the relevant teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred further action needs to be considered.

In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;
- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable; and
- Any feedback received from the parties involved, their parents or from the pastoral meetings or any other member of staff;

SANCTIONS COULD INCLUDE:

- Minus House Point
- Time out (i.e., withdrawal from play time or an activity or trip – under supervision)
- Name in the Defaulters Book (but issue dealt with immediately)
- Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
- Issue of a Blue Behaviour Report Card signed by the above as well as parents
- In-school Suspension (under direct supervision of a member of staff throughout the day)
- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)

16. In very serious cases, and only after the Headmaster and DSL have been involved, it may be necessary to make a report to the Police or to Social Services. However, in many cases

it will be possible to resolve such issues internally under this policy and the School's Behaviour Management Policy. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

17. Where a parent is not satisfied that the School has dealt with a bullying case in accordance with these procedures, the parents should refer to the School's complaints procedures as set out in the Complaints Policy on the School's website.

APPENDIX B – INTERVIEW FORMS

TARGET NAME:

DATE:

STAFF:

How long has the bullying been going on?	
What has been happening?	
Where is it happening?	
Who was involved?	
Were other pupils around at the time?	
How is it affecting the child?	
Did the child tell a teacher or any other adult?	
What would they like to see change?	

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PERPETRATOR NAME:

DATE:

STAFF:

<p>Why do you think you are here?</p> <p><i>If the pupil is unable to answer, explain they have been accused of bullying - & what they have supposedly done. Ask them what they think happened.</i></p>	
<p>Who was there?</p>	
<p>What led up to the incident?</p>	
<p>What their friends were doing while the incident was taking place?</p>	
<p>Whether any other pupils or adults were nearby?</p>	
<p>Is there anything they would like to see change?</p>	

APPENDIX C – PLAN OF ACTION

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PLAN OF ACTION

Name:

<p>MEDIATION: <i>Date</i></p> <p>FURTHER ACTION:</p> <p>PARENTS INFORMED BY: MEETING EMAIL TELEPHONE DATE: MEMBER OF STAFF:</p>

DATE	REVIEW	PARENTS INFORMED

SHOULD BULLYING CONTINUE, APPROPRIATE SANCTIONS WILL BE GIVEN

- Minus House Point
- Time out (i.e., withdrawal from play time or an activity – under supervision)
- Name in the Defaulters Book (but issue dealt with immediately)
- Issue of a Smiley-Face Book to be signed by teachers and lunchtime supervisors
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- In-school Suspension (under direct supervision of a member of staff throughout the day)
- Exclusion (Temporary or Permanent in cases of severe or persistent bullying)