



St. Patrick's Catholic Primary School



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

Anti-Bullying Policy



Inspired by our love and faith in Jesus Christ, St. Patrick's school community will value the individuality and uniqueness of each person and provide a happy, safe and stimulating environment where all can learn and grow.

Executive Headteacher: Mr David Miller
Chair of Governors: Mrs Carol Bainbridge
Date: September 2023
Date for Review: September 2025

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Anti-Bullying Policy

**'The best interests of the child must be a top priority in all things that affect them'.
Article 3 of the United Nations Convention on the Rights of the Child.**

'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.'

Article 19 of the United Nations Convention on the Rights of the Child.

Introduction

St. Patrick's Catholic Primary School aims:

- ✓ To provide an enjoyable, caring, safe and supportive environment in which moral values and positive attitudes to learning are central to the ethos of the school.
- ✓ To value all members of the school community, promote equality of opportunity and access to the curriculum for all pupils, developing the skills and attitudes necessary for pupils to take responsibility for their own learning and behaviour.
- ✓ To provide a foundation for life in the school and the wider community by promoting the spiritual, moral, social and cultural development of the pupils, enabling them to become good citizens.

We have high expectations for our pupils' behaviour and conduct. We teach and promote the following positive moral and social values:

- Taking responsibility for your own behaviour.
- The ability to make choices about our behaviours.
- Being honest and telling the truth.
- Having mutual respect and being polite to one another.
- Caring for others.
- Caring for the environment and the school building.
- Trying to do our best.
- Valuing other's people's efforts.
- Accepting and recognising individual differences.

Bullying of any kind is against all that we teach, and this policy sets out guidelines and advice to ensure that the whole school staff, pupils and parents in partnership, take steps to ensure that bullying does not occur in our school or beyond the school grounds.

Aims of this policy

St. Patrick's Catholic Primary School seeks to provide a safe, secure and positive environment where:

- Children and young people can achieve their potential, making full use of the opportunities available to them.
- Children and young people involved have the right to have themselves and their property treated with respect and to be free from intimidation.

St. Patrick's Catholic Primary School seeks to protect these basic human rights by ensuring that those acting on their behalf:

- Are proactive in setting up a range of preventative measures.
- Actively listen to children, young people and, where appropriate, their parents or carers.

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Consultation process

This policy was drawn up by the Executive Headteacher in consultation with the Senior Leadership Team, staff and governors. The aims and advice have been shared and discussed widely with pupils and parents. The policy takes into account DfE recommendations, the Human Rights Act 2000 and section 89 of the Education and Inspections Act 2006. This document reflects the core values and aims of the school as expressed in the following policies:

- Behaviour
- Special Education Needs
- Equalities
- E-Safety

The policy will be revised in the light of up-to-date recommendations by the Headteacher and the Senior Leadership Team, in consultation with the governing body. Revisions and changes will be shared with pupils and parents, where appropriate.

Definition and identification of bullying

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. **It is often repeated over a period of time** by those who wish to cause distress to others.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

Bullying is deliberately hurtful. It typically has seven elements:

1. An initial desire to hurt.
2. The desire is expressed in action.
3. Someone is hurt either physically or emotionally.
4. There is an imbalance of power.
5. It is without justification.
6. It is typically repeated.
7. There is evident enjoyment by those who bully.

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. This is also unacceptable.

Bullying can typically take these forms:

- **Physical:** hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.
- **Verbal:** name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down, etc.
- Emotional/psychological - excluding someone from a group, humiliation, creating a feeling of danger, etc.
- **Racist:** insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence, etc.

- **Sexual:** sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact, etc.
- **Homophobic:** insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence, etc.
- **Biphobic:** insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, biphobic violence, etc.
- **Transphobic:** insulting language/gestures based on a person's actual or perceived gender identity, name-calling, graffiti, transphobic violence etc.
- **Disabled:** name calling, insulting language/gestures based on a person's actual or perceived disability.
- **Electronic:** bullying by text message and on the internet (in chat rooms, smart phone apps, social media, online multiplayer games and through other instant messaging services).

Name calling is the most common direct form; this might be based on ethnic origin, nationality or colour, sexual orientation, some form of disability or other individual characteristics.

The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones and social media including camera phones to harass or transmit derogatory text messages and or photographs must also be viewed as bullying.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - Looking at use of the school systems;
 - Identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.

Bullying is always significant to the person being bullied. Each case will be different, and the bully must be held accountable for their actions, as detailed in the school's Behaviour Policy.

Bullying behaviour is not a natural part of growing up and should not be seen as such.

Bullying by Race, Gender, Sexual Orientation or Disability

Racist Bullying

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as "any incident which is perceived to be racist by the victim or any other person" A child or young person may be targeted for being of a different group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse: name calling, racist jokes, offensive mockery / mimicry.
- Physical aggression or threats.
- Wearing offensive or provocative badges or other insignia.
- Bringing racist leaflets, comics or magazines into the school or organisation's premises.
- Inciting others to commit racist acts.
- Racist graffiti or other written insults including against food, music, dress or customs.
- A refusal to associate with someone of other ethnic origin in work or play.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling.
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material.
- Graffiti with sexual content.

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

Sexual Orientation: Pupils do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough. (In a survey 82% of teachers in 300 secondary schools in London were aware of verbal incidents. Only 6% of these schools referred to this type of bullying within their policy). Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

For further information and guidance consult the DfES publication on homophobic bullying "Stand Up for Us"

Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Recognising Bullying

A recent survey showed that bullying in schools is widespread. Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those

who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self-esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

Those who are being bullied may experience:

- Unhappiness;
- A sense of desolation and in some cases, desperation;
- Reduced self-esteem and self-worth;
- Poor academic performance;
- Exclusion from normal social experience;
- A strong desire to escape the situation which may result in absconding or truanting;
- A desire to self-harm or even to commit suicide.

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities;
- Unwillingness to venture into some areas of a building;
- Fear of walking to school or of using public transport;
- Underachievement;
- Books or clothes destroyed;
- Possessions and money going missing;
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and/or aggressive;
- Stammering;
- Stealing to pay the bully or replace missing possessions;
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns;
- A marked change in well-established patterns of behaviour.

Those who are bullied are often reluctant to say what is wrong or to seek help.

Strategies for dealing with bullying

Any incidents of bullying will be dealt with according to the school's Behaviour Policy.

Children hold positive relationships with all members of staff and children. Children are encouraged to work together as one family, caring and looking after one another. As we school, we want the children to live the Gospel and only when necessary use words. We want them to ***use well the gifts that God has given them.***

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The following strategies will be used to minimise bullying:

- Values of belonging, diversity and respect are promoted across the school day and the curriculum.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others.
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.
- PSHE education lessons are used to develop understanding of safety and how to stay safe.
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community.
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying.
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting.
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- PSHE lessons and Zones of Regulation sessions provide opportunities for dealing with issues that have arisen in the class and wider and a time to reflect.
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- We regularly survey pupils / students and use this to inform developments.
- The values of the school are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.
- Raise awareness through the curriculum to get pupils to talk about bullying in order for them to understand how abhorrent it is. i.e., Anti-bullying week, PSHE lessons and Zones of Regulation materials.
- Have clear procedures for investigating incidents and make all staff aware of them.
- Give pupils messages about bullying via role-play, assembly, stories, poems etc.
- Praise good behaviour in order to give pupils an incentive to play happily with each other.
- Where possible try to encourage pupils to play games with each other giving them a purpose and direction to their play.
- The school fosters an ethos of openness and encourages pupils to report their concerns.
- Pupils and parents know that the school, whilst having no legal duty outside of the school precinct, will treat all reported instances of bullying on the journey to and from school with equal seriousness.
- All staff collate individual pupil information on our Arbor and CPOMS system. This record includes information about bullying and is there to build up a picture of evidence so that bullying can be identified with immediacy.
- Formal recording of instances of bullying takes place through the Arbor system and is reported to BWCET. Cases of bullying are dealt with through the procedure outlined in the school Behaviour Policy. Parents are notified and involved if their child is recorded.
- Through the school council, approachable staff, communication with parents and carers – all pupils have many different ways of informing staff about bullying. All pupils will be taken seriously and all issues however they are raised will be investigated and action taken.
- Pupils may be 'closely monitored' on the yards to prevent incidences of behaviour. This will be organised and monitored by the Head of School.
- The school seeks the views of all stakeholders to ensure that incidents of bullying are reported promptly and acted on.

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Where bullying has occurred, the school ensures that the instigator(s) understands that they are acting/have acted outside of the school's code of practice and against the school rules.

It is essential they acknowledge the impact of their actions. The school will specify actions and stipulate the repercussions. Victims will be given opportunities to discuss the issues and where appropriate, follow up work with the School Welfare Officer may be required. Parental engagement is paramount in the process to ensure a clear understanding of the incidence/s and the sanctions.

Examples of sanctions for engaging in bullying are:

- Verbal warning;
- Pupil moved away from the person being bullied;
- Detention; referred to a senior member of staff;
- Excluded from class/isolation and exclusion.

Please refer to the school's Behaviour Policy.

A culture of openness and talking

Pupils can either report bullying incidents through:

- Class councillors
- Class 'worry boxes'
- Digitally via the worry box on the website
- Pupils are encouraged to tell anybody they trust if they are being bullied or if they feel someone else is being bullied, and if the bullying continues, they must keep on letting people know. They are continually reminded that, 'We are a telling school'.

Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging

- Pupils will be advised on cyber bullying through curricular activities and external consultants.
- Pupils and staff are required to comply with the school's Acceptable Use Policy and agreement.
- Parents/Carers are required to sign the school's Acceptable Use Agreement.
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning.
- Parents/Carers are provided with information and advice on cyber bullying.

Behaviour Meetings with Parents

When a parent/carer reports an incident of poor behaviour or bullying the class teacher must respond as soon as possible. Whether the discussion is via telephone or in person the staff member must:

- Speak to a member of the SLT before engaging with a parent.
- Listen to the details given by the parent/carer.
- Make an informal written record of what is being reported if appropriate.
- Make a clear written record of the concern using the 'Report of Behaviour' format. This will include what has been reported, what the staff member will do e.g. investigate the incident, close monitor etc and will give a review date for discussion with the parent/carer. This 'check back' and follow up is essential in all dealings with parent issues as parents should be clear about what has been done, how the school has or is dealing with the issues and the success of the intervention.
- Formal recording of behaviour reports to the class teacher should be shared with the Executive Headteacher / Head of School if appropriate. These records should be recorded in the school's

Arbor system. Racist or homophobic incidences will be officially logged onto the CPOMs system, and reported to the full governing body, as part of the Headteacher report.

Consequences

Sanctions by themselves are unlikely to change bullying behaviour but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken.
- Records will be kept on pupils' files.
- We do not believe that children should be excluded from school and that school is the best place for children to learn positive behaviours and the consequences of negative behaviour.
- We do have legal powers to exclude children and while we don't intend to use these powers, it remains our right to do so.
- The school is able to administer:
 - Minor fixed-term exclusion
 - Major fixed-term exclusion
 - Permanent exclusion

Roles and Responsibilities

The role of governors:

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the Executive Headteacher / Head of School

The Headteacher strives to promote positive behaviour at all opportunities through good teacher/pupil relationships and the use of verbal praise, stickers, and golden book nominations.

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Headteacher is also responsible for monitoring the Incident Log via Arbor to check for any patterns in events, pupils, situations, locations that may occur. They will respond to any patterns that may occur by making appropriate adaptations and alterations.

The role of the teacher and support staff

All staff in school pride themselves on building good professional relationships with all children. Pupils are rewarded for good behaviour through verbal praise, house points and the use of stickers. Additionally, in our school, we take all forms of bullying seriously, and seek to prevent it from taking place. **This behaviour is not accepted or tolerated.**

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

All incidents of bullying that occur both in and out of class are recorded and reported to a member of SLT (Senior Leadership Team). We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the behaviour log, and report it to a member of SLT.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Executive Headteacher, Head of School or member of the SLT. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as social services.

All members of staff undergo training, attend staff briefings and undergo appraisal which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Teachers also address bullying issues as part of their PSHE/ SEAL curriculum and as part of the National Anti-Bullying Week, every November. The PSHE coordinator also has the responsibility for promoting anti bullying strategies in school and for providing evidence towards the BIG Award (Bullying Intervention Group). Members of staff also teach pupils how to stay safe online, these messages are repeated on a termly basis.

Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- Celebrating achievement;
- Anticipating problems and providing support;

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- Disciplining sensibly, fairly and consistently, considering any special educational needs or disabilities of the pupil and the needs of vulnerable pupils;
- Providing opportunities to listen to pupils.

The role of parents

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. If they are not satisfied with the response, they should contact the Executive Headteacher / Head of School. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. This is endorsed through yearly home school agreements.

They should:

- Expect the school to take bullying seriously.
- Support school in its policy against bullying by discussing it with their child.
- Encourage their child to follow the school anti-bullying code.
- Inform school if their child is experiencing bullying.
- Support school in its actions against those who bully.
- Always contact school if they have a concern about bullying.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our school and children develop the school aims which are based on support, mutual respect and teamwork.

Staff Training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Head of School, who reports to governors on request about the effectiveness of the policy.

The Anti-Bullying policy is the governors' responsibility, and they review its effectiveness. They do this by examining the school's behaviour log, where incidents of bullying are recorded, and by discussion with the Head of School. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed on a bi-annual basis.

This policy will be reviewed by the LGC in September 2025.

Appendix 1: Guidelines for Parents / Families of children being bullied

**YOUR CHILD HAS THE RIGHT TO BE SAFE.
YOUR CHILD HAS THE RIGHT TO EXPECT OTHER PEOPLE, INCLUDING YOURSELVES, TO
HELP KEEP HIM OR HER SAFE.**

If you suspect your child is being bullied:

- Talk to your child about what is happening.
- Be calm.
- Show sensitivity.
- Show concern.
- Reassure your child that he or she is not to blame.
- If at all possible, act with your child's agreement.
- Contact your child's Class Teacher or Anti-bullying coordinator/Pastoral Support Manager.
- Expect school to take you seriously and take appropriate action.
- Maintain contact and work with school.

Some Do's and Don'ts

- **Do** listen to your child.
- **Do** take your child's concerns seriously.
- **Do** encourage your child to tell you what has been happening and in particular to report any trouble that has been encountered.
- **Do** help your child to try and find a safe solution.
- **Do** talk to School.
- **Do** look for signs of distress shown by your child.

- **Don't** ignore your child if they say they are worried about being with certain people or in certain places.
- **Don't** tell your child: "Just put up with it". Bullying is never acceptable. Action needs to be taken to stop bullying.
- **Don't** tell your child to fight back. The bully may be stronger. Your child could be hurt or get into trouble.
- **Don't** immediately rush off and deal with the situation yourself, let the organisation know and leave it to them to deal with.
- **Don't** approach the parents/carers of the perpetrator as this can make things worse.

Appendix 2: Guidelines for Staff on Anti-Bullying

ENSURE THAT BULLYING INCIDENTS ARE DEALT WITH PROMPTLY

- The following actions are appropriate for use with children and who are bullied and those who are involved in bullying.
- Ensure the immediate safety and well-being of children and young people.
- Protect and support all parties while the issues are resolved.
- Take the necessary steps to stop the bullying.
- Listen to and treat children sympathetically.
- Discuss the incidents of bullying and subsequent consequences.
- Consider a range of strategies to ensure that bullying does not occur again
- Record incidents and actions being taken and alert anti-bullying coordinator, the Executive Headteacher and/or Head of School. Staff can help this process by recording incidents, times, dates and named participants on Arbor.
- If necessary - inform parents and discuss the situation with them calmly. The decision to talk with parents is at your discretion. As a broad measure you may consider a single incident may not be worth reporting at this stage. On the other hand, this incident may follow a pattern and intervention may be needed at this point. Always speak to a member of the SLT before engaging with a parent / carer.
- If necessary, consider giving any child who has been bullied some advice on online safety. Reinforce the need for taking care of their own online safety and security as some children who feel lonely and isolated may go online to seek friendship. Alternatively, some try to retaliate online so the importance of not publishing specific or detailed private thoughts, especially those that could be perceived as being harmful, distressing or offensive must also be reinforced.
- If you feel at any time that the situation could get out of hand, or you need the support of either the Executive Headteacher and / or Head of School, do not hesitate in seeking support.
- Maintain contact and work with parents.
- Respond calmly and consistently.

LISTEN, TAKE ACTION, RECORD AND FOLLOW UP

Appendix 3: Useful websites and contacts

www.anti-bullyingalliance.org.uk

www.bullying.co.uk

www.dfes.gov.uk/bullying

www.childline.org.uk

www.antibullying.net

www.digizen.org.uk

www.ceop.police.uk

www.cybermentors.org.uk

www.kenttrust.org.uk?safeguards

Help Organisations

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Bullying Online www.bullying.co.uk
- Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.
- Visit Viva Anti-bullying services website www.bullyinterventiongroup.co.uk for further support, links and advice

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH.