

# Anti - Bullying Policy

## Hucklow Primary School and Hucklow Nursery



# Anti-Bullying Policy

## Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Jane Irwin – Inclusion Manager

Designated Safeguarding Lead: Jane Irwin

Deputy Safeguarding Leads: Matthew Hardwick – Senior Learning Mentor, Katie Hanson – Assistant Head of School Foundation Stage Nursery

Named Governor with lead responsibility: Jasmine Harfoot

Date written: January 19

Date agreed and ratified by Governing

Body/Trust/Committee: Date of next review: Reviewed

February 2020

Policy to remain in position until September 2020 and with

Cascade Academy.

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures**



Miss J Irwin  
Inclusion  
Manager



Mr B Dinnigan  
Online Safety



Mr M Hardwick  
Senior Learning  
Mentor



Mrs R Booth  
SENCO



Mr A Hussain  
Senior Learning  
Mentor

## **Hucklow Anti-Bullying Policy**

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

### **Policy objectives:**

- This policy outlines what Hucklow Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Hucklow is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### **Links with other school policies and practices**

- This policy links with several school policies and practices including:
- Behaviour policy
- Complaints policy
- Safeguarding policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing

### **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (*if appropriate*)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### **Responsibilities**

It is the responsibility of:

- The head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy .

### **Definition of bullying**

- Bullying can be defined as “***behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally***”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### **Forms and types of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Gender based bullying, including transphobic bullying
- Bullying related to Special Educational Needs or Disability (SEND)

## **School ethos**

The Hucklow community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

## **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## **Responding to bullying**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of the Inclusion Team will interview all parties involved.

- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded on CPOMS by This will include recording appropriate details regarding decisions and action taken.
- 

**Cyberbullying** Note: Schools should ensure they access Childnet's Cyberbullying

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 of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Helping those involved to think carefully about what private information they may have in the public domain.
    - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
    - Inform the police if a criminal offence has been committed.
    - Provide information to staff and pupils regarding steps they can take to protect themselves online.

## **Supporting pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.

## **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head of School.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.

- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the Head of School to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

## **Preventing bullying Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

## **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### **Involvement of pupils**

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support

- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

### **Involvement and liaison with parents and carers**

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Monitoring and review: putting policy into practice**

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The Head of School will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## **Useful Links**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- • Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)
- DfE 'Cyberbullying: advice for Head of Schools and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** *Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)*  
[www.gov.uk/government/publications/preventing-and-tackling-bu](http://www.gov.uk/government/publications/preventing-and-tackling-bu)

All children & young people have the right to live without the fear of threats, assaults or harassment.

Fear of bullying can seriously affect the victim's wellbeing, behaviour & social development.

Bullying is defined as **'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally'** ([Preventing and Tackling Bullying, DfE 2017](#))

Bullying can:

- Be inflicted by a child, adult, individual or group
- Take many forms
- Be motivated by differences or prejudice
- Be a single incident or repetitive & persistent
- Be threatening & intimidating even when subtle
- Be harmful, although not always consciously
- Be due to an imbalance of power

**In some cases bullying is abuse and should be reported to your Designated Safeguarding Lead/Deputy & referred to Children's Social Care.**

**Bullying can include:**

- Physical bullying: e.g. pushing, kicking, hitting,
- Sexual harassment, remarks, assault, jokes,
- Making people do things they don't want to
- Stopping people doing things they want to do
- Damaging and/or taking someone's belongings
- Verbal bullying: name-calling, sarcasm, teasing,
- Saying or writing nasty things, & rumours
- Blackmail or threats
- Showing upsetting material e.g. pornography
- Indirect bullying: e.g. social exclusion, scaring,

Anti-bullying policies should be clearly communicated & understood by all pupils, parents & staff.

Bullying is not a crime but some harassment or threatening behaviour is.

If staff feel that an offence may have been committed they should seek assistance from the police.

**Cyber-bullying can happen:**

- Using technology to torment, threaten, harass, humiliate, embarrass or target e.g. 'upskirting', see [Peer Abuse, Sept 19](#)
- Via internet digital technologies or mobile phones
- At any time & with bigger audiences

Authorised staff have powers to seize electronic devices, examine & delete data where appropriate without parental consent.

If the device is thought to contain evidence relating to a crime it must be handed to the police.

**Your anti-bullying policy & procedure should:**

- Always follow national & local SCSP guidance
- Be referenced in related policies e.g. online-safety, health & safety, behaviour
- Involve pupils, parents, staff in actively reviewing, monitoring, reporting & promoting effectively
- Explain what bullying is & how to respond
- Support & manage both the victim AND the bully
- Ensure training for ALL staff which includes awareness of 'mental capacity' issues
- Include pupil education & development of e.g. empathy, co-operation, conflict resolution skills
- Explain what to do & who to go to if concerned
- Encourage everyone to challenge this behaviour
- Support pupils for whom English is not their first language to communicate their needs & concerns
- Promote inclusion & nurture friendships
- Regularly review & update technological changes
- Include processes for assessing & recording all:
  - Current information
  - follow up actions
  - telephone conversations
  - views of significant others
- Follow Data Protection Act & GDPR 2018
- Ensure any safeguarding information discussed in other meetings is also recorded in the child's safeguarding file
- Include a protocol for sharing information about a pupil who has moved to a new setting
- Ensure DSL/D awareness of when to override a pupils' wishes in order to safeguard them

**Schools can discipline pupils for misbehaving when away from their premises or from staff, but only if reasonable e.g. on transport, outside local shops, or in a town or village centre (Section 90/91 Education and Inspections Act 2006).**

**Disciplinary sanctions can only be applied on school premises or when the pupil is under the lawful control of school staff.**

**Further policy and guidance:**

- [Cyber bullying: advice for Head Teachers and school staff, DfE 2014](#)
- [Advice for parents and carers on cyber bullying, DfE 2014](#)
- [BIG Award](#)
- [The UK Council for Child Internet Safety](#)
- [Special Educational Needs and Disabilities, Gov.uk](#)
- [Relationships education, RSE and PSHE, DfE 17](#)



### Prevention:

A comprehensive approach can reduce incidents and improve the wellbeing of pupils, including:

- talking about difference in lessons, events, projects, assemblies
- teaching that use of prejudice based language is unacceptable
- creating an ethos of good behaviour and respect
- understanding how actions affect others
- developing parent, carer and pupil awareness
- encouraging parents & carers to reinforce good behaviour at home
- ensuring pupils are clear about what to do if they become bystanders
- implementing clear disciplinary sanctions
- using outside organisations & resources
- providing effective staff training
- good quality training for staff to understand diversity and the needs of all pupils
- work with the wider community such as the police, children's services & other agencies
- making it easy for pupils to report bullying, be confident they will be listened to & action taken
- creating a safe, inclusive environment

### Indicators:

Any behaviour which indicates fear or anxiety should be discussed with the child and parents/carers:

- Avoiding people, locations, activities and events
- Fear of walking/ changing route to & from setting
- Feeling ill in the mornings
- Truancy, going missing, running away
- A decline in the quality of their work
- Coming home with items destroyed or missing
- Becoming withdrawn, starting to stammer, lacking confidence, changing eating habits
- Distress, anxiety, suicidal thoughts
- Crying, poor sleep, nightmares
- Asking for, stealing or 'losing' money
- Refusing to talk about what's wrong
- Unexplained bruises, cuts, scratches
- Aggressive, unreasonable, bullying siblings

### Specialist organisations:

- [Schools Out UK](#)
- [Stonewall](#)
- [Bullying UK](#)
- [The Anti-Bullying Alliance \(ABA\)](#)
- [ChildNet](#)
- [The Anne Frank Trust](#)
- [Think U Know \(National Crime Agency\)](#)
- [Mermaids UK](#)
- [Mencap](#)
- [Changing Faces](#)
- [Show Racism the Red Card](#)
- [Global Acts of Unity](#)

### The victim may:

- experience considerable distress including depression and self-harm
- may not tell anyone because of threats, feeling responsible, that nothing will change, or they should sort it out themselves

All children & young people need information about where to get advice and support.

Their parents and carers need information about:

- identifying changes in children's behaviour
- what to do if they are worried about their child

### The bully may:

- Have been bullied themselves
- Have significant needs
- Think it is fun
- Dislike or be jealous of someone
- Feel powerful and respected
- Feel it gets them what they want
- Try to impress their peers
- Get gratification from bystanders who watch the reaction of the victim

### Intervention:

Settings should support the needs of all pupils who are bullied **AND** bullying based on e.g.:

- a quiet word from staff
- pastoral team support
- formal counselling
- engaging with parents
- completing an FCAF assessment
- a SEND assessment for mental health issues
- referring to CAMHS
- referring to local authority children's services
- maintaining attendance through on-site or alternative education provision
- applying fair, consistent & reasonable disciplinary measures to the bully alongside any vulnerability
- considering any safety issues for the bully
- being clear that bullying of staff by pupils, parents or colleagues, is unacceptable & will be acted on

**Take action, assess the needs of victim AND bully, provide support, follow your policy**