

# Boundary Primary School



## Anti-Bullying Policy

Review period: Annually

Date last reviewed: September 2023

Person Responsible for plan: Headteacher

Here at Boundary Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Boundary Primary School, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying policy. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell the staff.

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’ 2023 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Children's ‘Cyberbullying: Understand, Prevent and Respond: Guidance for Schools’.

### **Aims and Objectives of this Policy.**

This policy outlines what Boundary Primary School will do to prevent and tackle all forms of bullying.

Boundary 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, practices and action plans including:

- Behaviour Policy
- Safeguarding policy
- Confidentiality policy
- Online safety and Acceptable Use Policies
- Curriculum guidelines such as: PSHE, citizenship and computing
- Social media policies

### **Our Key Values**

As with the behaviour policy, through our day-to-day interactions, we promote the Always values and expectations.

Everyone at Boundary is expected to *always*:

1. **Act with honesty and respect.**
2. **Use safe and friendly words and behaviour.**
3. **Work well together.**
4. **Be in the right place at the right time with the right things.**
5. **Try our best**

### **What Is Bullying?**

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

*Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is intentional and repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.*

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping 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.

### **Bullying can be:**

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.<sup>[L]</sup><sub>[SEP]</sub>
- Verbal name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- Physical pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- Racist racial taunts, graffiti, gestures, making fun of culture and religion<sup>[L]</sup><sub>[SEP]</sub>sexual unwanted physical contact or sexually abusive or sexist comments.<sup>[L]</sup><sub>[SEP]</sub>
- Homophobic because of/or focusing on the issue of sexuality.
- Transphobic – a range of antagonistic attitudes and feelings against transgender or transsexual people, or against transsexuality.
- Online/cyber setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones.<sup>[L]</sup><sub>[SEP]</sub>

- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name-calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **several times on purpose (STOP)**. Children sometimes fall out or say things because 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 odd name-calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Where does bullying happen?**

It can happen anywhere – in the classroom, in the corridor, in the toilet, in the dining hall, in the playground. Bullying may also happen out of school. In such case, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy. The school will take action with bullies regardless of the location of the bullying, if a school link is evident.

At Boundary Primary School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Map out safe routes to school for children
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

### **Possible Signs**

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

- is frightened of walking to or from school
- doesn't want to go to the school, begs to be driven to school, changes their usual routine/route to school begins truanting
- becomes withdrawn, anxious or lacking in confidence starts stammering<sup>[1]</sup>attempts or threatens suicide, runs away, cries themselves to sleep at night or has nightmares, feels

ill in the morning

- expresses a desire to self-harm/actually self-harms
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go “missing”
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and investigated as soon as possible. Sometimes bullying can be carried out quietly, which is why children are asked to report all cases to their teacher or any member of staff.

### **What can you do if you are being bullied?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

The children were all asked this question and we have included some of their strategies in the list below:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Speak to the Anti-Bullying Ambassadors on the playground.
- Be assertive – stand up to them, look them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don’t feel you can talk to someone about it, write it down and post it in the class ‘Worry’ box.
- When you tell an adult about the bullying, give them as many facts as you can (What? Who? Where? When? When? How?).
- Keep a diary of what’s been happening and refer to it when you tell someone.

- Never be afraid to do something about it and quickly.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call the school.

### **What can you do if you see someone else being bullied?**

*(The role of the upstander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have been asked this question and year groups have discussed how to be an 'upstander' in class.

Some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Tell one of the Anti-Bullying Ambassadors.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try to befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box.
- Call a helpline for some advice.

### **Bullying of children with Special educational Needs**

Boundary Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that the children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

## **Child on Child Abuse**

Safeguarding issues can manifest themselves via child on child abuse. The Department for Education (DfE) published an updated version of its statutory safeguarding guidance, Keeping Children Safe in Education. Child on child abuse is most likely to include, but not limited to: bullying (including cyber-bullying), gender-based violence/sexual assaults and sexting.

Our behaviour policy and anti-bullying policy alongside our PSHE curriculum help to minimise the risk of child on child abuse. All allegations of this nature will be fully investigated using the Alleged Bullying Form and recorded on MyConcern. Any allegations of sexting will be actioned in accordance with this policy and referrals to appropriate agencies will be made. Child on child abuse will not be tolerated and will not be identified as 'banter'.

Any victim of child on child abuse will be supported by the strong pastoral systems in school; this may include a referral for counselling and / or emotional health and wellbeing work with our engagement officers.

## **Sexual Harassment**

At Boundary there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable. Addressing all inappropriate behaviour can help prevent abusive/violent behaviour. Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator attends the same school. All victims should know they'll be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or that they are causing a problem by reporting sexual violence or sexual harassment. All reports are taken seriously, fully investigated and actioned accordingly.

## **Specific Roles and Responsibilities**

### **The role of governors**

The governing body supports the Head Teacher 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 Head Teacher to keep records of all incidents of bullying, and to report to the governors about the effectiveness of school's anti-bullying policy. If any parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body by writing to the Chairperson.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, 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 unacceptable behaviour. The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

### **The role of all staff**

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. Teachers are responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Headteacher/SLT. The school also records incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying report this to the Headteacher/SLT who will record this. When any bullying is taking place between members of a class, the teacher and Headteacher/SLT will deal with the issue immediately. All adults follow up what they have said e.g. keeping an eye, follow up discussion, etc. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

### **The role of parents**

Parents have an important part to play in our anti-bullying policy.

We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school or feel ill regularly.
- Always take an active role in your child's education.
- Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately.
- If a child has bullied your child, please do not approach that child or their parents or involve an older child to deal with the bully. Inform school immediately who will deal with it following school policy.
- It is important that you advise your child not to fight back. It can make matters worse!
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school.
- Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident,

they should follow the school complaints procedure, initially contacting the class teacher.

- We ask parents not to allow their children access to social media as this can create problems, which many parents find difficult to deal with and then create further problems in school. The recommended age at which children can manage cyber friendships is 13.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Boundary Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

1. Staff will make sure the victim(s) is and feels safe.
2. Appropriate advice will be given to help the victim(s).
3. Staff will listen and speak to all children involved about the incident separately.
4. The problem will be identified and possible solutions suggested.
5. Staff will attempt to adopt a problem solving approach, which will move children on from them having to justify their behaviour.
6. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
7. Parents/carers will be informed and will be invited to come into school for a meeting to discuss the problem or will be spoken to via a phone call or a home visit.
8. Staff will reinforce to the bully that their behaviour is unacceptable.
9. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see sanctions).
10. If possible, the pupils will be reconciled using the strategy of Restorative Justice (An approach which repairs harm through discussion).
11. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
12. After the incident has been investigated and dealt with, each case will be monitored by the Teacher and Behaviour Lead to ensure repeated bullying does not take place.
13. Bullying incidents will be shared with appropriate members of staff.
14. All bullying incidents (inc. alleged) will be shared at governor meetings.
15. Where there are safeguarding concerns, the DSL will be informed and Social Services or police may be consulted

All incidents of bullying or alleged bullying incidents will be recorded by staff using the agreed report format. All reports will be held in a file, which is overseen, by the Behaviour Lead.

## Sanctions

The children have also been asked this question in their classes and some of the sanctions they suggested are included in the list below:

1. Apologise to the victim(s) verbally or in writing<sup>[1]</sup><sub>[SEP]</sub>
2. Lose privileges
3. Lose playtimes
4. Take part in a Restorative Justice session with all parties and Anti-Bullying Lead.
5. Spend time in the shield to discuss next course of action
6. Protective Play
7. Be withdrawn from participation in school visits, clubs and events not essential to the curriculum.
8. Seclusion in school
9. Suspension
10. Permanent exclusion

## 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 (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.
- 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:
  - Supporting reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law (Note: using DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the powers are used proportionately and lawfully)
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - 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. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting pupils who have been bullied**

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, behaviour lead or SLT member
- If applicable to age, 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 pastoral staff, engagement officer (Mrs. Bradley) or if applicable offering formal counselling.
- This may be referred to MDT
- 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, or support through the Children and Young People's Mental Health Service (CAMHS)

### **Pupils who have perpetrated bullying**

These pupils 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.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges or fixed-term or permanent exclusions.
- Providing ongoing support; this may include: working and speaking with pastoral staff, engagement officer (Mrs. Bradley) or if applicable offering formal counselling.
- This may be referred to MDT
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CAMHS)

### **Supporting Adults**

Boundary Primary School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff 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 headteacher.
- 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 headteacher 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.
- Instigating disciplinary, civil or legal action as appropriate or required.

### **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies are used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These include:

- Creation of Anti-Bullying Ambassador group involving children and adults
- Setting up of an Anti-Bullying Ambassador support network where a small group of trained children volunteer to help and support any individuals experiencing difficulties
- Involving the school community in writing and reviewing the policy
- Creating a child friendly leaflet
- Undertaking pupil voice activities and surveys to monitor the effectiveness of the anti-bullying policy.
- Regular Cyber-safety, online safety days and regular updates and reminders through the computing curriculum
- Having anti-bullying focused whole school work – including assemblies, days
- PHSE (Personal, Health, Social & Economic Education) scheme of work from

- Reception to Year 6 used to support this policy
- Creation of an anti--bullying school notice board in the school
  - Prominently displaying anti--bullying posters produced by the children around the school
  - A confidential 'Worry' box in each classroom where children can write and post their concerns and ideas.
  - Organising annual anti--bullying training for all staff.
  - Creating The Shield/ and The Bubble as a safe space
  - Creation of the 'Well-being Champions'.

### **Monitoring and evaluation of the policy: 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 headteacher will be informed of bullying concerns and will inform governors through the Headteacher Report.
- Questionnaires completed by the whole school community, together with surveys, and where applicable, children's comments posted in the 'Worry' box
- Bullying incident forms will be used to gauge the effectiveness of the policy.

### **Sources of further information support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

#### Useful links and supporting organisations

- 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)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- 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)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.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-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

#### **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-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- 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)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE ‘Cyberbullying: advice for headteachers 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)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.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)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/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.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

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

**Alleged incident log**

**ALLEGED BULLYING INCIDENT**

**Victim's Name:**

**Class:**

**Year Group:**

**Age:**

<b>Ethnicity:</b> <b>Looked After child: Y/N</b>	<b>Home Language : SEN registered Y/N</b>	<b>Gender: M/F</b>
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<b>Date &amp; Time of Incident:</b>	<b>Location of Incident:</b>
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**Member of staff investigating the alleged incident:**

<b>Perpetrator's Name (s):</b>	<b>Class:</b>	<b>Year Group:</b>	<b>Age:</b>
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**Alleged victim's account:**

**Alleged perpetrator(s) account**

**Bystander/Witness account:**

**Circle elements that apply:**  
**Physical Verbal Indirect Cyberbullying Race/Religion/Culture**  
**Sexual/Sexist/Transphobic**  
**Homophobic SEN/Disability Home Conditions/Family Health conditions**

<b>Parents/carers of alleged victim informed</b>	<b>Time</b>	<b>Date</b>	<b>By</b>
<b>Parents/carers of alleged perpetrator informed</b>	<b>Time</b>	<b>Date</b>	<b>By</b>

**Details of immediate action taken**

**Decision on whether to passed on to SLT as a investigated bullying incident: Y/N**

**Follow up by SLT:**

**Action taken by SLT:**

**Monitoring of action/follow up/longer term actions:**

**Staff to complete investigations and form.**

**Form to be given to Mrs Jacques (Lead Behaviour Practitioner)**

**Staff to complete Myconcern.**

### **Advice for Parents of children who are accused of bullying**

No one likes a bully, and we've all heard stories of the long-lasting misery and harm it can cause. But what if you discover that it's your child who has been accused of bullying?

You have an important role in helping them to stop this behaviour, and may find it useful to try out some of the following suggestions from parents' organisations Parentline Plus.

Obviously, you will want to tell your child that bullying is totally unacceptable behaviour and has to stop. But if you tell your child off without listening to their side of the story, they are more likely to sulk, rebel or ignore you.

You may want to punish your child, but punishment is not usually enough to change behaviour. However, angry, or upset you may feel, try to avoid losing your temper with your child – this could just make matters worse.

You may think there is no problem – that it's just a 'bit of teasing' or that it's natural for children to fight one another – not so. What may seem normal behaviour to you and your child could cause much distress to others. Part of making good the bullying that has taken place is taking ownership of the actions.

- Make it clear that you love your child, it is the bullying behaviour you want changed.
- Discuss with your child how they think they might change their behaviour and what help they might need to do so. If they are part of a group that is bullying they may be under pressure and worried that they will be bullied too.
- Young children, especially, need to be told that hurting another child is not acceptable. Help them learn that using threats or force is not the way to get what they want. Older children need to be told that name calling, nasty teasing, spreading rumours about someone or ignoring someone all the time are all forms of bullying, as well as physical things like kicking or hitting or damaging possessions.
- Help your child develop a feeling of what it might be like for others. Being sensitive to your child's needs will help learn about being sensitive to others.
- Bullying is sometimes attention seeking behaviour. Show your child approval just for being who they are, take an interest in them and show that you notice them when they are doing kind and positive things, not just when they are being 'naughty'.
- Your child could be feeling very unhappy or insecure. Talk through any family problems that might be affecting them.