

Ormiston Academies Trust

Ormiston Bolingbroke Academy Anti-bullying policy

Policy version control

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1. Statement of intent

Ormiston Bolingbroke Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the academy's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the academy.

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the academy's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the academy's Behavioural Policy, which is communicated to all pupils, academy staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the academy. There is a zero-tolerance policy for bullying at Ormiston Bolingbroke Academy.

2. Legal framework

2.1. This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2020

It will also have due regard to the current iteration of Keeping Children Safe in Education

2.2. This policy will be implemented in conjunction with the academy's:

- Behaviour Policy
- Cyber Bullying Policy/Social Media Policy
- Peer on Peer abuse
- Equality Policy
- E-safety and E-security policy

3. Definition

- 3.1. For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes peer on peer abuse.
- 3.2. Bullying is generally characterised by:
- 3.2.1. **Repetition:**
Incidents are not one-offs; they are frequent and happen over a period of time.
 - 3.2.2. **Intent:**
The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
 - 3.2.3. **Targeting:**
Bullying is generally targeted at a specific individual or group.
 - 3.2.4. **Power imbalance:**
Whether real or perceived, bullying is generally based on unequal power relations.

*Please note that in some circumstances an individual incident may be categorized as bullying by the Principal and in that situation the person responsible will be subject to this policy and its consequences. Such circumstances are at the discretion of the Principal and will be reviewed on a case by case basis.

4. Types of bullying

- 4.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Students at OBA have defined bullying as...

When a person is targeted by one or more people consistently making them feel isolated, lonely and unwanted.

Deliberately attacking someone's differences such as disability, religion, race, sexual orientation, personal beliefs, gender, culture and home life.

Coming in many forms including verbal, physical, emotional or online (ie social media /texting).

Able to lead to mental health issues such as anxiety, lack of confidence and stress.

Something that allows emotions to be left broken.

This definition was agreed by the Student Parliament on 25th May 2018.

4.2. Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)
- Deliberate Isolation

4.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

4.4. **Homophobic and Bi-Phobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

4.5. **Transphobic bullying:** Bullying based on another person's actual or perceived transgender status.
Gender 'variance' or for not conforming to dominant gender roles.

4.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

4.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

4.8. **SEND Bullying:** Bullying behaviour based on another person's special educational needs or disability.

5. Statutory implications

5.1. Under the Equality Act 2010, the academy understands that it has a responsibility to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

5.2. Under the Human Rights Act (HRA) 1998, the academy understands that it could have charges brought against it if it allows the rights of children and young people at the academy to be breached by failing to take bullying seriously.

- 5.3. The National Association of Head Teachers has guidelines that headteachers must 'satisfy themselves' that their school's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- 5.4.1. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.
 - 5.4.2. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - 5.4.3. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
 - 5.4.4. Other forms of bullying which are illegal and should be reported to police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

- 6.1. The academy clearly communicates a whole-school commitment to addressing bullying in the form of a written statement ([Statement of intent](#)) which is regularly promoted across the whole academy. (See Appendix A)

British values are delivered in assemblies and explicitly in the curriculum. There is an audit of where British values are delivered in each subject. The key delivery regarding British values and anti-bullying is in our ECM curriculum. The link between the promotion and teaching of British values and our anti-bullying work is shown in Appendix B.

- 6.2. All reported or witnessed instances of bullying in the academy are challenged by a member of staff.
- 6.3. Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- 6.4. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons, particularly our ECM curriculum and associated ECM days.
- 6.5. Changing and organising seating arrangements in class helps to prevent instances of bullying.

- 6.6. Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 6.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.8. All members of the academy community are made aware of the academy's Anti-Bullying Policy.
- 6.9. All staff members receive training on identifying and dealing with the different types of bullying.
- 6.10. A safe, supervised place is available for pupils to go to at lunch if they are involved in conflict with their peers or wish to avoid a bully.
- 6.11. Ormiston Bolingbroke Academy promotes its anti-bullying message through its annual Friendship Conference and through its values-led student induction (September 2018 onwards).
- 6.12. Ormiston Bolingbroke Academy will have student leadership opportunities for Anti-bullying Ambassadors.
- 6.13. Regular training updates for staff on the Academy's policy and practices regarding Anti-bullying.
- 6.14. An anonymous reporting button via the school website.
- 6.15. A 'post box' for students to leave notes of concern.

7. Bullying and pupils with special educational needs

- 7.1. Evidence shows that children and young people with special educational needs and / or disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND (e.g. Chatzitheochari P. & June, 2014).
- 7.2. All schools are subject to duties and guidance in relation to the bullying of children with SEND:
 - 7.2.1. The SEND Code of Practice (2014) states that a Local Authority must demonstrate in its 'Local Offer', the arrangements schools in their local area have in place for:
 - *“supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measure to prevent bullying)”*
SEN Code of Practice June 2014 s4.32
- 7.3. All academies also have a legal responsibility under the Equality Act 2010 to protect disabled children and those with SEN against direct and indirect discrimination, harassment or victimisation.

- 7.4. At Ormiston Bolingbroke Academy we recognise that some pupils with SEND may have difficulties in reporting their experiences of bullying. This may be because they are unable to recognise that they are being bullied, they may not be able to verbalise that they are being bullied or they may experience increased feelings of anxiety which prevent them from 'speaking out'. Nonverbal early signs that a pupil with SEND is being bullied may include withdrawn behaviour, a deterioration in work, poor attendance, complaints of feeling ill, general unhappiness or anxiety and 'clingy' behaviour around adults.
- 7.5. To ensure that staff are alert to the bullying of pupils with SEND we will hold regular meetings to discuss SEND students, there will be a clear pathway for staff to communicate any forms of bullying to the relevant staff. Training will be provided to support students with SEND.
- 7.6. To ensure that pupils with SEND can recognise and report that they are being bullied we will provide them with guidance on how to report bullying.
- 7.7. Any strategies to address incidents of bullying must consider the needs of pupils with SEND. At Ormiston Bolingbroke Academy we will support pupils with SEND to protect themselves and/or recover from incidents of bullying through using the following strategies – peer to peer support, befriending initiatives, circle of friends, support groups, mediation by adults or peers, restorative approaches.
- 7.8. These strategies will be adapted as necessary to meet any pupil with SEND.

8. Signs of bullying

- 8.1. Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:
- Being frightened to travel to or from school
 - Asking to be driven to school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - Asking for extra money or stealing
 - Cuts or bruises
 - Lack of appetite
 - Unwillingness to use the internet or mobile devices
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered

- Change in behaviour and attitude at home
- 8.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.
- 8.3. Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

9. Staff principles

- 9.1. Prevention is at the forefront of the academy's Anti-Bullying Policy.
- 9.2. Staff treat reports of bullying very seriously; never assume that it is 'just banter'.
- 9.3. Staff do not ignore signs of suspected bullying.
- 9.4. Unpleasantness from one pupil towards another is always challenged and never ignored.
- 9.5. Staff take action immediately; this applies to all staff, not solely teaching staff.
- 9.6. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to.
- 9.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.
- 9.8. Follow up with a meeting with those involved to discuss how effectively they felt the incident has been dealt with to inform future practice and to inform the termly review.

10. Roles and responsibilities

- 10.1. The **Governing Body** evaluates and reviews this policy to ensure that it is non-discriminatory.
- 10.2. It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.
- 10.3. The Principal reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 10.4. The Assistant Principal for Behaviour keeps a Bullying Record of all reported incidents including which type of bullying has occurred to allow for proper analyses of the data collected.

- 10.5. The Assistant Principal for Behaviour analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 10.6. The Assistant Principal for Behaviour arranges appropriate training for staff members.
- 10.7. Each Head of Year corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- 10.8. Teachers and Teaching Assistants are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- 10.9. Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's Head of Year of such observations.
- 10.10. All staff will avoid gender stereotyping when dealing with bullying.
- 10.11. Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying.
- 10.12. The school nurses, often the first people to receive reports of bullying, offer emotional support to victims, and alert the relevant Head of Year.
- 10.13. Parents/carers are advised to inform their child's Form Tutor if they are concerned that their child may be bullied or be involved in bullying.
- 10.14. Pupils are advised to inform a member of staff if they witness bullying or are a victim of bullying.
- 10.15. Pupils are taught not to make counter-threats if they are victims of bullying.
- 10.16. Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- 10.17. Pupils are advised to retain all evidence of cyber bullying.

11. Procedures

Appendix C is a flow chart that details our procedures for dealing with reported or suspected bullying.

- 11.1. Minor incidents are reported to the pupil's Form Tutor who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the Pastoral Manager and Year Leader in writing of the incident and outcome.
- 11.2. When investigating a bullying incident, the following procedures are adopted:

- 11.2.1. The victim, alleged bully and witnesses are all interviewed separately
 - 11.2.2. Members of staff ensure that there is no possibility of contact between the pupils interviewed, including electronic communication
 - 11.2.3. If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
 - 11.2.4. A room is used that allows for privacy during interviews
 - 11.2.5. A witness is used for serious incidents
 - 11.2.6. If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
 - 11.2.7. Premature assumptions are not made, as it is important not to be judgmental at this stage
 - 11.2.8. Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
 - 11.2.9. All concerned pupils are informed that they must not discuss the interview with other pupils
- 11.3. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

- 12.1. Appendix C details the range of sanctions applied in cases of bullying.
- 12.2. The relevant member of staff for the cases stage monitors the pupils involved over the next half-term using a bullying log (see Appendix D).

13. Support

- 13.1. Supports for bullies and victims of bullying are detailed in Appendix C.

14. Follow up support

- 14.1. The progress of both the bully and the victim are monitored by their Form Tutor. One-on-one sessions to discuss how they are progressing may be appropriate.

14.2. If appropriate, follow-up correspondence is arranged with parents/carers following the procedures outlined in Appendix C and D.

15. Bullying outside of school

- 15.1. Teachers have the power to discipline pupils for misbehaving outside of the academy premises. This can relate to any bullying incidents occurring anywhere off the academy premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 15.2. Where bullying outside school is reported to academy staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on academy premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- 15.3. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the academy premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on academy premises, and therefore not under the lawful charge of an academy staff member.
- 15.4. The Assistant Principal, Vice Principal and/or Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.
- 15.5. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

16. Policy review

This policy is reviewed every year by the Assistant Principal for Behaviour

The scheduled review date for this policy is September 2021

Anti-Bullying at Ormiston Bolingbroke Academy

At OBA, we believe that we are one team one family. Bullying of any kind is unacceptable at our Academy. The OBA Family **will not** tolerate it.

WHAT IS BULLYING?

Bullying is repeated, negative behaviour that is intended to make people feel upset or uncomfortable. It is behaviour that happens

Several Times On Purpose

As a member of the OBA Family, it is everyone's responsibility to **STOP** bullying.

EMOTIONAL

Being unfriendly, leaving people out of peer groups and tormenting them. For example, hiding belongings.

PHYSICAL

Punching, kicking, hurting, other forms of violence.

VERBAL & NON VERBAL

Name calling, spreading rumours, teasing, threatening, laughing at someone as a group.

CYBER

Inappropriate use of the internet or other forms of technology, sending threatening messages or hurtful messages over social media.

HOMOPHOBIC & RACIAL

Focusing on sexuality or race. Could be taunts, abusive language, name calling.

SEXUAL

Sexual harassment, sexual abuse, humiliating comments.

If you are a being bullied or have witnessed another member of the OBA Family being bullied, it is important to speak to an adult you trust. We are here to help.

SEE IT - SAY IT- STOP IT
WE ARE ONE TEAM. WE ARE ONE FAMILY

At OBA students and staff work together to tackle incidents of bullying

Individual liberty: We all have a choice, to be kind, considerate and supportive of others. We use our freedom of choice wisely. We know we can report any instances of anti-bullying to any of the teachers at OBA; this is our right and we will be supported.

The rule of law - At OBA staff take bullying seriously and tackle it quickly. They follow academy procedures to ensure that action is taken swiftly and impact is measured over time.

Mutual respect - At OBA no one should be targeted. Everyone deserves to be respected and treated equally. We treat others how we would like to be treated ourselves.

Tolerance - We do not tolerate bullying at OBA in any form. We appreciate that everyone has different opinions and beliefs. We regard people of all faiths, gender identity, sexuality, races and cultures with respect and tolerance.

Democracy - At OBA we, as students, have a voice in school and are consulted on policies and matters that affect our school lives. The student parliament is a collection of elected students that lead on these initiatives. All students are given the opportunity to apply to be an Anti-bullying ambassador in the school and receive training from the Diana Award.

FLOW CHART FOR DEALING WITH INITIAL REPORTS OR SUSPICIONS OF BULLYING

Incident observed, suspected or reported to a member of staff

Is this a minor incident that can be dealt with there and then by the member of staff?

YES

NO

The member of staff should talk with all pupils involved and remind them all of the Academy's zero-tolerance approach to bullying. Finish conversation with a clear warning for no more: 'Bullying is not tolerated in OBA.' If this conflict were to continue, it would be seen as bullying so stop it now.' 'At OBA we deem bullying to be by the same person or group on multiple occasions' Log this with YL, PM and FT in an email – 'for info only'
Log poor behaviours on SIMs as incident of verbal or physical against another pupil.

Does Year Leader have other concerns or are there patterns of 'low-level/minor' incidents developing?

(A) Member of staff should take an immediate written statement from the suspected or alleged victim, capturing the names of the alleged perpetrators.

This report should be shared immediately with the YL, AYL and FT.

(NB: The main office can scan and email paperwork for you)

YES – Go to (A) and follow steps forward from here

NO – do no more

YL, AYL or a form tutor speaks with the reported perpetrator (s) to take their point of view. This student (or students) should also make a written statement.

NB: Inform the DSL immediately if the issue raises safeguarding concerns. Examples might include (but are not limited to) sexting, sexual violence or peer on peer assault.

The member of staff leading should check the conflict log to see if this is a first incident, or repeat involving either these students, or these student(s) with others.

Is this a first incident involving these students?

Is this a repeat incident involving these student (s) and / or does the report meeting the thresholds for bullying as defined in the policy
NB: A one off incident will not be deemed as bullying seek advice from AP for Behaviour if needed

Is this a repeat incident involving one of these students where previous incidents involved different students i.e. is the victim being targeted by a broader group or is the perpetrator (s) involved in broader incidents of concern?

TAKE ADVICE FROM AP BEHAVIOUR

Organise peer resolution (see protocol)

REMEMBER: We deal with matters 'on the balance of probability' therefore if the evidence is suggesting probable bullying; proceed

YL, AYL or FT Open Bullying log and follow procedures for an open bullying log

Protocol for Managing Bullying Logs at Ormiston Bolingbroke Academy

STAGE A – LED BY YEAR LEADER, PASTORAL MANAGER or A FORM TUTOR

Sanctions and supports

Sanction for perpetrator(s)	Supports available for victim (s)	Support for perpetrator (s)
1 day isolation including 4pm detention If lunch or break issue, remove these for 1 week	Lunch club pass Offer referral to counsellor I-zone for an agreed period of time with reintegration plan Change of class or form (see CFD first) Peer mediation with family Buddy with an ABA and/or allocate a key worker	RMU session re: managing self and reflection on being a bully. Meeting with Police Officer. Change class or form (see SLT link first) Peer mediation with family. Work with older ABA and/or allocate a key worker.

Actions required from HOY or PASTORAL MANAGER

- Phone call and letter A to victim (s) parents/carers – note both in bullying log
- Phone call and face to face meeting with perpetrator parent / carer – note both in bullying log
- Arrange for a keyworker or FT to check in daily with victim and flag up any further issues
- Move bullying log to [K:\Admin\Inclusion 2020-21\Confidential\Bullying Logs and make entry into bullying log overview.](#)
- Upload bullying log to CPOMs with single tab of ‘bullying’ and set follow ups in CPOMs. Alert any relevant staff including AP Behaviour
- Check in formally with victim at week 2, 4, 8 and 16. Update actions in CPOMs to show this is done and reset follow up for next formal follow up.
- At each stage, make contact with victim’s family to update on no further issues reported.
- Update section 2 of bullying log in shared area only
- If no further issues at week 16, upload final bullying log from SSA to CPOMs, change CPOMs button to ‘bullying – closed’ and send final letter (letter E) to parent of victim.

WHAT IF THERE ARE FURTHER ISSUES WITHIN THE MONITORING PERIOD?

Are the issues with the same students?

- Lead to make a judgement call, this may include referring bullying log to stage B – Hoy (if not used in A) or SLT link if HOY used in A.

- The new lead follows directions as above.
- Sanctions at this point may include up to week long isolations, removal of breaks and lunches for foreseeable, parents to bring and pick up from school.

WHAT IF THERE ARE FURTHER ISSUES WITHIN THE MONITORING PERIOD?

- If there are further issues within the Stage B monitoring period, refer up to AP Behaviour Lead who follows same flow as above from stage C
- Sanctions at this point may include removal from mainstream setting or Fixed Term Exclusions.
- Further issues within the monitoring period should then be referred to the Principal who follows on from stage D.
- Sanctions at this point may include permanent removal from mainstream setting or Permanent Exclusion.

BULLYING LOG
(TO BE COMPLETED BY THE MEMBER OF STAFF INVESTIGATING)

For the purpose of this log, bullying must be defined as per the OBA policy:

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group and includes peer to peer abuse.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not an accident
- Targeted: Bullying is generally targeted at a specific individual or group
- Power imbalance: Whether real or perceived; bullying is generally based on unequal power relations.

This definition clearly marks the difference between pupil 'disagreement' or 'falling out'.

Please do keep brief notes here as you will no doubt have more detailed notes elsewhere.

IS THE BULLYING LINKED TO ANY OF THE FOLLOWING?

Disability		Sexual Harassment		Racism	
LGBTQ		Online		None of these	

1 - BULLYING LOG

Name of pupil reporting being bullied	Numerous	Who is the victim's trusted adult?	N/A	Date of report:
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A - CASE RECORDED BY PASTORAL MANAGER OR KEY WORKER

Brief nature of incident with date (s), including names of alleged perpetrator (s) of bullying		Staff dealing
Parental involvement (with dates)?		Staff dealing
Actions taken (with dates)		Staff dealing
Review points 1 – one week after initial report. Comments below relating to ongoing issues (if any)		Staff dealing
Further incidents – move to B, or No further incidents – Complete check ins below and update tracker.		
CHECK IN POINT	MARK WITH DATE AND AS “NO FURTHER ISSUES” IF PUPIL REPORTS FURTHER BULLYING MOVE BACK TO A, B, C AS APPROPRIATE	PARENTAL CONTACT SHOULD BE MADE WITH STUDENT REPORTING BULLYING – brief notes below detailing that contact
2 weeks		
4 weeks		
8 weeks		
16 weeks	INCIDENT CLOSED	Incident closed letter to parent
B – CASE IS ESCALATED TO HOY OR SLT LINK AT THIS POINT		
Brief nature of incident with date, including names of alleged perpetrator (s) of bullying		Staff dealing

What parental involvement?		Staff dealing
Actions taken		Staff dealing
Letter sent to both parents confirming agreed actions on –		
Review point 2 – one week after this report. Comments below relating to ongoing issues (if any)		Staff dealing
Further incidents – move to C, or No further incidents – complete review points below and complete tracker		
CHECK IN POINT	MARK WITH DATE AND AS “NO FURTHER ISSUES” IF PUPIL REPORTS FURTHER BULLYING MOVE BACK TO A, B, C AS APPROPRIATE	PARENTAL CONTACT SHOULD BE MADE WITH STUDENT REPORTING BULLYING – brief notes below detailing that contact
2 weeks		
4 weeks		
8 weeks		
16 weeks	INCIDENT CLOSED	Incident closed letter to parent
C – CASE IS ESCALATED TO ASSISTANT PRINCIPAL (BEHAVIOUR)		
Brief nature of incident with date, including names of alleged perpetrator (s) of bullying		Staff dealing

What parental involvement?		Staff dealing
Actions taken		Staff dealing
Letter sent to both parents confirming agreed actions on –		
Review point 1 – one week after this report. Comments below relating to ongoing issues (if any)		Staff dealing
Further incidents – move to C, or No further incidents – complete review points below and complete tracker		
CHECK IN POINT	MARK WITH DATE AND AS “NO FURTHER ISSUES” IF PUPIL REPORTS FURTHER BULLYING MOVE BACK TO A, B, C AS APPROPRIATE	PARENTAL CONTACT SHOULD BE MADE WITH STUDENT REPORTING BULLYING – brief notes below detailing that contact
2 weeks		
4 weeks		
8 weeks		
16 weeks	INCIDENT CLOSED	Incident closed letter to parent
D –CASE IS ESCALATED TO PRINCIPAL AT THIS POINT		
Brief nature of incident with date, including names of alleged perpetrator (s) of bullying		Staff dealing

What parental involvement?		Staff dealing	
Actions taken		Staff dealing	
Review point 1 – one week after this report. Comments below relating to ongoing issues (if any)		Staff dealing	
Further incidents – move to C, or No further incidents – complete review points below and complete tracker			
CHECK IN POINT	MARK WITH DATE AND AS “NO FURTHER ISSUES” IF PUPIL REPORTS FURTHER BULLYING MOVE BACK TO A, B, C AS APPROPRIATE		PARENTAL CONTACT SHOULD BE MADE WITH STUDENT REPORTING BULLYING – brief notes below detailing that contact
2 weeks			
4 weeks			
8 weeks			
16 weeks	INCIDENT CLOSED		Incident closed letter to parent
IF AT THIS POINT THE BULLYING HASN'T STOPPED THE CHILD IS AT RISK OF PERMANENT EXCLUSION			