



ST PAUL with ST LUKE
 CHURCH OF ENGLAND PRIMARY SCHOOL
 Leopold Street, Bow, London E3 4LA

Anti-Bullying Policy Version Control

September 2023

review date September 2024

Version no	Amendments	Approval date
2	Names of anti-bullying leaders Role of Y6 pupil leadership team New PSHCE scheme Context, definition, identification, services and help.	May 2016
3	No changes	May 2018 <i>Bdr Gattis</i>
3	No changes	March 2020 <i>Bdr Gattis</i>
4	Revised the definition, added school vision, edited the leaflet for parents, new quotes,	January 2022 <i>BJS</i> BENJAMIN ROACH
5	Added child definition of bullying	July 2022
6	Changed school vision and names of school staff	

ANTI-BULLYING POLICY 2023

School Vision

Jesus said: 'Love one another as I have loved you'. John 15:12

We are the branch, our children the blossom,

We nurture all in our community,

We grow with love, learn, and flourish.

Anti-Bullying Vision statement:

- Pupils at our school have many rights and one of them is the right to be safe.
- Our school maintains a caring approach to all pupils and we take seriously the responsibility we have to the culturally diverse community we serve. We value and work towards the emotional health and wellbeing of all within our school.
- We aim to create a caring climate where anti-social and bullying behaviours are not accepted or tolerated.
- Our policy aims to involve all pupils, parents/carers, staff and the governing body in creating a happy, safe and fair school working in partnership to eliminate bullying and unacceptable behaviour.
- In particular, at St Paul with St Luke's, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their 'positive' impact upon one another in a safe way.

Our pupils say, "We want our school to be a safe and friendly place."

Our parents/carers say, "We want a school where our children are happy and safe."

Our staff say they want to promote a harmonious, supportive and inclusive school which embraces diversity is safe and fair and create a culture of success and achievement for all', Our governors agreed they wanted a school "Where the practice was something to be proud of."

Our anti-bullying leaders are:

Lauren Sharpe- the head of school,

Tahura Choudhury – The RE, PSHE and P4C lead

Meena Khanom – the learning mentor

Child on child abuse (taken from our Child protection policy (September 2023))

CHILD-ON-CHILD ABUSE

Staff must be aware that children may be harmed by other children.

Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported.

Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school.

Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person’s clothing without their knowledge and/or permission with the intention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence.
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

At SPSL we recognise the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators) however, as in all aspects of safeguarding for all children, vigilance is necessary and any concerns need to be acted upon immediately.

At SPSL we seek to minimise the risk of child on child abuse through the implementation of our curriculum and associated policies.

Our policy on the prevention and management of bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Our Relationships and Sex Policy/PSHE Scheme outline how the school prepares the children for age-appropriate relationships and physical contact.

See the curriculum section in the Child Protection policy (Sept 23) re online safety and behaviour.

In particular, at SPSL, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their ‘positive’ impact upon one another in a safe way.

We are clear however that abuse is abuse, it could happen here, and if it does, it will not be tolerated. Part of our duty for safeguarding is also teaching the children appropriate behaviours/language to avoid safeguarding matters escalating for them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff are concerned about potential child on child abuse, they must report it to the Designated Safeguarding leads verbally immediately and then record using CPOMS.

If staff suspect that children are involved in sexting they will refer to the guidance produced by the UK Council for Children Internet safety and report to the DSL.

In partnership with the member of staff, the Designated Safeguarding leads will decide what further action to take which may include, but is not limited to, the following:

- Discussions with alleged victim and perpetrator to understand the extent of the harm;
- Discussions with the alleged victim and perpetrators parents regarding the extent of the harm and a support plan to respond;
- The use of restorative practices to enable children to fully learn about and understand the extent of the harm that has been committed and to empower them to take responsibility for their actions;
- A support plan may include a referral to the school's counsellor or the Learning Mentor;
- Discussions with the Early Help Hub may be sought to determine what support could be sought by both the alleged victim and perpetrator. This is likely to be appropriate if the abuse may have stemmed from a lack of structured time outside of school.

If it is suspected that a device may contain inappropriate images the school will follow the DfE's guidance on 'Searching, screening and confiscation, July 2022 to seize the evidence.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

If there is evidence of producing or sharing sexual imagery, social care and the police will be informed immediately.

We understand bullying to be:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-bullying Alliance definition)

Our children understand bullying to be:

When someone is unkind to someone else. This has to happen more than once or if it's the first time it is a very serious incident which makes it bullying even though it's just once.

There are three types of bullying: physical, verbal, cyber.

Bullying can be:

- Verbal name calling, sarcasm, starting/spreading rumours, teasing.
- Emotional being confrontational, excluding, tormenting (e.g: hiding property, threatening looks/gestures).
- Physical pushing, hitting, kicking, punching or any use of violence.
- Racist racial taunts, graffiti, gestures.
- Sexual . unwanted physical contact, sexually abusive comments.

- Homophobic . because of, or focussing on, the issue of sexuality.
- We are aware that children with SEN or a disability are sometimes more vulnerable and likely to be the target of bullying. We therefore have a responsibility to monitor these children closely in order to protect and support them.

OnlineBullying

We are aware that technology is a significant component in many safeguarding issues.

We understand that abuse can happen online, offline, or both.

Children can also abuse their peers online.

This can include: Abusive, harassing or misogynistic messages

Non-consensual sharing of indecent images (particularly in chat groups) use of new technologies, internet and mobile telephones, to embarrass, intimidate or harass.

Sharing of abusive images and pornography to those who don't want to receive such content

Online-bullying

Online-bullying definition: 'When the internet, mobile telephones or other devices are used to post text or send images intended to hurt, embarrass, intimidate or harass another person.'

It is important because it can deeply affect people in a negative way leading in some cases to suicide.

It happens through instant messenger and chat-rooms, social networking sites, interactive gaming sites, sending viruses, abusing personal information (photographs).

At school we do not allow pupils to have mobile phones. School computers cannot access social networking sites. We raise and discuss online-bullying with our pupils through the computing and PSHE curriculum. We respond to individuals reporting online-bullying and involve families in preventing and stopping it.

A victim of bullying is:

- An individual or group who suffers in any way, as a direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A bully is:

- A person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance.
- A witness who fails to challenge or report bullying.
- 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (Department for Children, Schools and Families (2007), Safe to Learn.)
- The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace. (Anti Bullying Alliance)

The impact of bullying affects

Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Adults should be aware of these possible signs and investigate further if a child;

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- 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 hungry (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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

We aim to:

- Use the curriculum, especially personal, social, health education (**Jigsaw** scheme), RHE (Relationships and Health Education), computing lessons including online safety lessons, religious education displays, focus weeks (Anti-bullying Week, Online Safety Day and assemblies to raise awareness of the school's expectations and strategies and provide a foundation for pupils to explore bullying and related issues
- Our Relationships and Health Education Policy and PSHE Scheme outline how the school prepares the children for age appropriate relationships and physical contact.
- Adhere to our behaviour policy to model positive behaviours and consistently apply the school's agreed way of working
- Encourage and teach our pupils to be empathetic, manage their emotions constructively and to reject anti-social behaviour in and out of school.
- Use our pupil leaders: anti-bullying ambassadors, school councillors, Y6 leadership team, lunchtime ambassadors, to act as positive role models who encourage play and friendships, as well as to report anti-social behaviour
- Involve all pupils, staff, parents/carers and governors to actively prevent bullying
- Give support to pupils who are being bullied
- Offer guidance, sanctions and support to bullies to help them change and make amends for their behaviour
- Support our pupil leaders to help children with bullying and/or friendship issue
- Seek support and help from outside agencies when necessary
- Be a school in which pupils say there is hardly any bullying and that they know what to do if they are bullied or see that someone else is being bullied

While the school will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise *that we cannot be held directly responsible for bullying that takes place off site*, by pupils in this school or by pupils of other schools or on a pupil's journey to and from school. We will listen to and advise pupils and their families on how to address bullying in the community including contacting the police if appropriate.

St Paul with St Luke Primary School is a 'telling school,' that means, we encourage pupils **to tell us** about incidents that happen inside and outside of school so that we can raise concerns and take steps as appropriate, e.g. contact police or youth offending teams to alert them to trouble spots, contact colleagues in other schools whose pupils are bullying off premises, map safe routes to school in the event of a pupil being bullied on their journey, offering pupils strategies to handle bullying off the school premises.

Each school year, pupils contribute artwork for a school anti-bullying display which shows a commitment by all in the school community for intolerance of bullying. The school displays where pupils can go for help, e.g. Childline. Parents/carers also have access to a reporting point in the school administration office or directly to the Head of School.

Bullying in the wider context

Head teachers have a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006, the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. School also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

In the event of bullying St Paul with St Luke Primary School carries out following procedures:

Report (telling) bullying whether victim, witness, concerned parent/carer or friend through:

- Playground staff and anti-bullying pupil leaders
- Telling the head of school, senior leadership team, class teachers, MDMS, teaching assistants, office staff
- Telling the adult anti-bullying leaders
- Learning Mentor
- Councillor
- Anti-bullying ambassadors

Investigate the situation by using a social model talking to the:

- Pupils involved
- Witnesses
- Staff members
- Parents/carers

Record on the appropriate report form and CPOMS reports from:

- Pupils involved
- Witnesses involved
- Any other information arising from the investigation
- Local Authority e-incident report
- Next steps to ensure the bullying ceases and is resolved
- Repeated or unresolved bullying whether by a perpetrator or to a victim will need a more intensive intervention which will be informed through the SLT and the involvement of other professionals or agencies.

Respond to the bully by:

- Informing staff
- Ensuring that they recognise, own, and reflect on their behaviour(s) and how it affects others
- Applying appropriate sanctions
- Guiding, supporting, advising and offering them strategies to change their behaviour
- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents/carers
- Involving outside agencies when necessary
- Specific forms of bullying: eg, homophobic, racist, sexist are challenged in a constructive way through dialogue, not by punishment as this only suppresses beliefs rather than changes them. In

relation to homophobic name calling for example, we will challenge the use of the word 'gay' as an insult

Respond to the pupil who is bullied, hurt or upset by:

- Actively listening to the pupil
- Offering support and effective strategies to deal with unwanted behaviour(s). We do not tell pupils to 'ignore' it nor do we expect them to challenge it without support
- Informing staff, and as appropriate, allocate a key worker to monitor whether the victim feels safe and supported
- Protecting the pupil and ensuring their safety as and when necessary.
- Involving parents/carers
- Referring parents/carers and/or pupils to appropriate organisations for advice, guidance and support through the)
- Involving outside agencies to support the pupil as appropriate
- In the instance of online-bullying, advising victims to: inform their email service provider, secure and preserve evidence, not to respond to messages and, if warranted, to inform the police.

Respond to parents/carer by:

- Investigating their reports or concerns about their child
- Reporting back findings
- Keeping them informed of next steps
- Providing them with information through our anti-bullying and online- safety advice leaflets
- Referring them on to appropriate outside agencies as appropriate

Review the situation with:

- Pupils involved
- School staff
- Parents/carers and others as appropriate

Review related policies by:

- An annual review of the Behaviour Policy and Equality Policy
- A regular review of the school rules, vision, values and class codes of conduct and policy issues through school council, class meetings, circle time and collective worship
- The outcomes of pupil staff, and parent surveys

As part of our monitoring strategy we:

- Meet with pupils and give them planned opportunities to tell us if the policy is effective from their point of view and if the school is responding to incidents
- Review the effectiveness of the policy annually with staff, pupils and parents/carers.
- Analyse the data generated through our reporting procedures for patterns or trends in order to inform further anti-bullying development

The following procedures ensure that all staff will respond consistently:

- Induction of new staff includes careful explanation of procedures, particularly reporting and responding to bullying
- Playground and lunchtime supervisors are made aware of pupils who may be experiencing or perpetrating bullying
- Training for playground anti-bullying ambassadors
- As part of the bi-annual review of the Anti-bullying policy, staff are asked to indicate whether they feel confident to respond to all forms of bullying, including homophobic

Transition arrangements:

If a pupil has been involved in bullying, the information is passed on to the next year teaching team, including pupils who move to secondary schools where the information is passed on to the head of year 7.

Success criteria:

Evidence through report forms, pupil surveys, school council, interventions and monitoring which indicates:

Staff are responsive and vigilant to bullying

Fewer pupils report being bullied

Fewer pupils are found to be bullying

More pupils report that they would not join in bullying

More pupils would tell a member of staff if they were being bullied

More pupils will tell a member of staff if they are aware of someone else being bullied or being a bully

Anti-bullying Action plan

Online-bullying and internet safety workshops for pupils and parent/carers

Anti-Bullying leaflet for parents

School Council and Y6 leadership team focus on an annual anti-bullying project

Appendix A

Anti-bullying information, advice and support organisations:

Don't suffer in silence – <http://www.dfes.gov.uk/bullying>

Preventing Bullying - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Anti-bullying strategies – <http://www.childline.org.uk>

Childline- <http://www.childline.org.uk>

(0800 11 11) – telephone lines open 24hrs.

Kidscape – <http://www.kidscape.org.uk>

(020-7730 3300) –

Bullying/bullying online – <http://www.bullying.co.uk>

Parentline Plus – <http://www.parentlineplus.org.uk>

Victim Support – <http://www.victimsupport.org.uk>

Advisory Centre for Education – <http://www.ace-ed.org.uk/advice/Mychild/TacklingBullying>

BBC Schools site – <http://www.bbc.co.uk/schools/bullying>

Beat bullying www.beatbullying.org

Anti-bullying Network www.antibullying.net

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Appendix B

Homophobic bullying

All staff training to be delivered annually

Exemplar response to a homophobic bullying incident:

You have just heard a girl say to a boy:

“Don’t be so gay” because he fell over and cried.

Event/points:	Example script:
You ask the victim about what happened to him?	Can you tell me what just happened?
You reassure the victim.	We will get this sorted out. I'll make sure she knows you are offended by this comment. The word they used to you has nothing to do with what happened. It's okay to cry if you feel upset.
You ask the perpetrator about what was said. Do they know what the motivating factor for the homophobic comment?	What exactly did you say? Why did you say that? Why did you choose to use the word gay?
Does she realise why what she just said was inappropriate?	What did you mean when you used the word 'gay'? Do you know what 'gay' means?
Does she understand that her comment can be hurtful and is intended as an insult?	Do you now understand why you should not have said that to him? How do you think it made him feel? Did you know that calling someone 'gay' can be insulting or hurtful? We don't say gay to tease someone or when we don't really know what the word means. Does falling over or crying make you gay? Do you realise that you used the word gay as a put down? Why would it upset people? Who would it offend?
She needs to understand that calling someone gay because he's done something she thinks is weak is unacceptable.	Just because someone fell over doesn't give you the right to be mean to them. What should you do instead when someone gets hurt or cries? What's wrong with someone crying if they hurt themselves. You might cry too if you are upset.
Make sure she understands her comment is unacceptable. Does she understand that in school we do not tolerate homophobic bullying, and that this school is a safe place for all who attend.	Calling someone gay is not a swear word, but the way you used it was to be hurtful and that's not acceptable. It's not ok to use the word gay to insult someone. If this were to be repeated, it would be considered bullying and dealt with as such.
What should happen next?	Perpetrator apologises to victim. Warning and record as equalities incident. Monitor to see if it was a one off or persists. If appropriate, inform and discuss with parents/carers.

The following procedures ensure that all staff will respond consistently:

- ☒ Induction of new staff includes careful explanation of procedures, particularly reporting and responding to bullying

Induction of playground 'buddies' (peer mentors) includes anti-bullying procedures

- ☒ Staff are asked to indicate whether they feel confident to respond to all forms of bullying, including homophobic bullying.

In order to prevent bullying, we:

- ☒ Adhere to our Anti-bullying policy and procedures. The policy is reviewed at the start of every school year.
- ☒ Use our PSHE and RHE lessons and assemblies to raise pupils' awareness of bullying and other forms of anti-social behaviour.
- ☒ Encourage children to behave positively and to reject anti-social behaviour in and out of school.

Have an Anti-bullying Week every year and online Safety Day assemblies to raise awareness and remind staff and children of our school's procedures.

Here are some useful links:

Preventing Bullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Anti-bullying strategies:

<http://www.childline.org.uk>

Kidscape: <http://www.kidscape.org.uk>

Bullying/bullying online:

<http://www.bullying.co.uk>

Victim Support:

<http://www.victimsupport.org.uk>

Anti-bullying Network:

www.antibullying.net

Beat bullying:

www.beatbullying.org

Anti-Bullying Alliance :

www.anti-bullyingalliance.org.uk



If you are unhappy with the outcomes of the investigation, you can contact the head teacher or contact the school administration office for advice and for a copy of our complaints procedure.

**St Paul with
St Luke C of E
Primary School**

**Leaflet for parents
and carers about
Bullying.**



Leopold Street, Bow, London

ES 4LA

Phone: 0207 987 4624

Email:

admin@spsl.towerhamlets.sch.uk

h.uk

Website:

www.spsl.towerhamlets.sch.uk

What to do if you think your child is being bullied:

- ☒ Reassure your child that the school will respond sensitively and not cause your child further bullying for 'telling'.
- ☒ Tell your child's class teacher. They will also be able to speak to other staff and pupils who may be witnesses.
- ☒ Expect to hear back from the school what the outcome of the investigation was and what the next steps are.
- ☒ You can also phone or leave a message at the school administration office. The office staff will pass it on to a senior leader. They will then contact you by phone. They will also carry out an investigation with pupils and staff involved.

We understand bullying to be:

The repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying can be:

- ☒ Verbal- name calling, sarcasm, spreading rumours, teasing.
- ☒ Emotional- being confrontational, excluding, tormenting (e.g.: hiding property, threatening looks/gestures).
- ☒ Physical- pushing, hitting, kicking, punching or any use of violence.
- ☒ Racist- racial taunts, graffiti, gestures.
- ☒ Sexual- unwanted physical contact, sexually abusive comments.
- ☒ Homophobic- because of, or focussing on, the issue of sexuality.
- online use of new technologies, internet and mobile phones, to embarrass, intimidate or harass.

A victim of bullying is:

An individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A bully is:

- ◆ A person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being less able to stand up for or protect them self.
- ◆ Witnesses who neither challenge nor report bullying. We see this as joining in.

Online-bullying

Online-bullying definition:

'When the internet, mobile telephones or other devices are used to posts text or send images intended to hurt, embarrass, intimidate or harass another person.'

It happens through instant messenger and chat-rooms, social networking sites, interactive gaming sites, sending viruses, abusing personal information (photographs).

At school we do not allow pupils to have mobile phones. School computers cannot access social networking sites. We raise and discuss online-bullying with our pupils through the Computing and PSHE curriculum.

We respond to individuals reporting online-bullying and involve families in preventing and stopping it.

St Paul with St Luke Primary School is a 'telling school':

The school has designated senior members of staff Nicola Horton, Lauren Sharpe and Bremila Thavarajah who have responsibility for inclusion and anti-bullying work. Pupils know who they are and how they can talk to them. There are signs around the school, saying who they are with photos.

All staff report bullying behaviour anywhere in the school to the designated members of staff listed above.

- ☒ If bullying is occurring, staff are made aware of it. This is followed up with the lunchtime supervisor's team so that they can monitor at lunchtime.
- ☒ We encourage pupils to mentor and support each other in the playgrounds.

We respond to bullying by:

- ☒ **Carrying out an investigation immediately** and informing parent/carers and staff of outcomes.
- ☒ **Supporting the person(s) who is being bullied** (victim).
- ☒ **Recording details** of bullying incidents in order to monitor on a school-wide basis.
- ☒ **Informing playground staff and lunchtime staff** to 'look out for' perpetrators and victims.
- ☒ **Taking an active and immediate stance against the bully (perpetrator(s)).** Educating bullies through discussion, reflection and the use of sanctions (loss of privileges). We also offer guidance and support to bullies to help them change and make amends for their behaviour.
- ☒ **Monitoring the victim** and bully until we are certain the bullying has stopped.

Your child may want to contact a help-line for children:

ChildLine : 0800 1111