Sacred Heart Catholic Primary School

Anti-Bullying Policy including Dealing with Derogatory Language

2015-16

PROUD of our children: PROUD of our school: PROUD of our faith

Date Policy agreed	3rd November 2015
Governors Committee Responsible	Teaching and Learning Committee
Governor Lead	Janet Moffat
Status and Review Cycle	Statutory Annual
Next review date	September 2016
Headteacher signature	C. Mason
Chair of Governors signature	K. Gaskell

DOCUMENT PURPOSE

The purpose of this document is to set out a definition for bullying and to explain the procedure to be followed for dealing with bullying.

At Sacred Heart Catholic Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe that everyone has the right to feel safe in school; everyone has the right to feel happy in school; everyone has a duty to help all members of our community. Bullying of any kind is unacceptable at Sacred Heart.

If bullying does occur, all victims will be treated in a supportive manner and listened to in an atmosphere of positive concern. Pupils should be able to tell someone about bullying and know that all incidents will be dealt with promptly and effectively.

Our Mission Statement places this aim at the Centre of all we hope to achieve……

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

We want to create an environment, which encourages everyone to reach their potential by nurturing self-esteem and respect for others.

We believe that each individual should be valued and treated as an integral member of our school community. Positive and caring attitudes are to be fostered in all aspects of school life, including behaviour choices, the management of discipline, self-value and respect for others.

We at Sacred Heart believe that each and every person should be encouraged to respect the individual uniqueness and rights of others so that everyone can be comfortable within their school environment. We propose to do this by employing a positive attitude to pupil behaviour management and developing consistency of approach to the management of behaviour by all staff and pupils.

All adults, in all roles, at Sacred Heart are expected to be role models for others and should encourage all adults to be aware of this responsibility. Staff are appointed and volunteers and visitors are carefully and sensitively selected to ensure that all uphold the highest levels of respect and care for others. We all work towards the same aims, which are strongly underpinned by our Mission Statement and the aim to build our Catholic school community on the teachings of the Gospel.

Remember that:

'**Teaching has an extraordinary moral depth, for the teacher does not write on inanimate materials, but on the very spirits of human beings.'**

From 'The Catholic School at the Threshold of the Third Millennium'

LINKS TO OTHER POLICIES

This Policy should be read in conjunction with the following Policy Documents: policy for Teaching and Learning, Equality Policy, Policy for Behaviour, Attendance Policy and the Policy for SEND which will be reviewed and developed over the academic year 2015 – 2016.

AIMS AND OBJECTIVES OF THE ANTI-BULLYING POLICY

- To raise awareness of bullying by ensuring that all governors, teaching and support staff, pupils and parents should have an understanding and definition of bullying

- To bring about conditions in which bullying is less likely to happen in the future by ensuring that all governors, teaching and support staff, parents and pupils know what the school policy is on bullying, and how to report it.

- To ensure a whole school approach to bullying by ensuring that all governors, teaching and support staff, pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.

- To ensure that all staff and Governors are aware of the legislation surrounding bullying and the use of derogatory language

- To ensure that all members of the community are aware of their responsibilities in the elimination of negative language and the promotion of safe language

- To ensure that all staff and Governors are fully informed of the role of schools in educating children and young people about unacceptable bullying behaviour.

- To ensure that the Policy and Procedures of this Policy and subsequent drafts comply with the requirements of the Law.

WHAT IS BULLYING?

It is important that all members of the school community including parents and carers, Governors, all staff and pupils understand and have a consistent understanding of this definition of bullying.

Bullying is the use of aggression with the intention of hurting another person. It is a deliberate, repeated hostility towards a victim. It involves an imbalance of power and results in pain and distress to the victim. Bullying is unwanted behavior which is damaging to the victim.

Bullying may be targeted at the following areas:

- Emotional   being unfriendly, excluding, tormenting, name calling, hurtful remarks, intimidation, leaving people out, making people feel small. This could be related to home circumstances e.g. Children in care, young carers etc.

- Physical   pushing, kicking, hitting, or any kind of violence

- Racist   racial taunts, graffiti, gestures, hurtful remarks (Incidents related to religion or culture come under this heading too)

- Sexual   unwanted physical contact or sexually abusive comments based on someone's Gender

- Homophobic   disliking or fear of someone who is lesbian, gay or bisexual (LGB). This may be passive resentment of LGB men and women, or active victimisation. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying

- Transphobic   incidents are those perceived to be insulting to someone's gender identity or to transgendered people

- Verbal   name-calling, sarcasm, spreading rumours, teasing

- Cyber bullying   E.g. through the internet / chat rooms / MSN etc.

- Disability   behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. This may include: Being ignored, excluded, name calling etc.

Not all aggressive behaviour is bullying. It is important to be clear about the distinction between bullying and isolated acts of aggression or hostility. Behaviour, which appears to be bullying, may be exhibited by some children, especially young children, without the intention or awareness that it causes distress. Some individuals may feel bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying will nonetheless be taken seriously as a reflection of the individual's vulnerability.

WHY IS IT IMPORTANT TO RESPOND TO ALL FORMS OF BULLYING?

- Bullying hurts.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Children and adults who exhibit bullying behaviours need to learn different ways of behaving.

At Sacred Heart Catholic Primary School we understand that we have a responsibility to respond promptly and effectively to issues of bullying. Bullying will not be tolerated under any circumstances towards any member of our school community.

ANTI-BULLYING LEGISLATION

In the formation of this policy, several areas of statutory legislation were considered and should be referred to, as follows:

- The Equality Act 2010
- The Education and Inspections Act 2006
- Children Act 1989
- Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- The Crime and Disorder Act 1998
- The Criminal Justice Act 2003
- The Racial and Religious Hatred Act 2006
- The Public Order Act 1986
- The Prevent Duty 2015

These Acts outline the Law. It is the duty of all schools to up hold the Law at all times and to develop Policies and Procedures which outline how the Law is put into practice in our school. It is important to review this Policy in line with subsequent changes to the Law to ensure that school procedures are always up-to-date and that everyone is clear about their roles and responsibilities.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing, threatening behaviour, or communications could be a criminal offence. It is essential that should staff feel that an offence may have been committed they should report this to the Designated Teacher for Child Protection who may seek further assistance from the Police.

PROTECTED CHARACTERISTICS AND EQUALITY

The following section of the Anti-Bullying Policy explains how Equality Legislation should be considered when approaching Bullying behaviours at Sacred Heart Catholic Primary School.

The Equality Act of 2010 covers the following protected characteristics:
- Age
- Disability
- Race
- Sex
- Pregnancy, maternity and breastfeeding
- Gender reassignment
- Marriage or Civil Partnership
- Religion or Belief
- Sexual orientation

It is our duty at Sacred Heart Catholic Primary School to eliminate the following **prohibited conduct:**

Discrimination

This means being subject to 'less favourable treatment'. There are three areas to consider as follows:
Direct Discrimination – *treated less favourably because of a protected characteristic (see above)*

Discrimination by Association – *treated less favourably because of your links with someone who has a particular protected characteristic*
Discrimination by Perception – *treated less favourably because someone thinks you have a particular protected characteristic*
Indirect Discrimination – *This is when terms and conditions have a greater impact on people with a particular protected characteristic, those rules are to the disadvantage of that group and the rules cannot be justified as 'reasonable steps' under the circumstances.*
Discrimination arising from a disability – *unfavourable treatment linked to your disability*
Failure to make a reasonable adjustment – *e.g. adaptations and alterations for disabled people*
Instructing, aiding causing or persuading someone else to discriminate – *e.g. a person having influence over others to encourage them to act in a certain way*

Harassment

In the simplest terms harassment means unwanted behaviour, including language. The Equality Act 2010 prohibits four types of harassment as follows:
Harassment related to a protected characteristic *(see above)*
Sexual *harassment*
Less favourable treatment *because a person has submitted to or rejected sexual harassment related to* *gender or gender reassignment*
Third party harassment *of an employee by someone from outside the workforce*

Victimisation

Victimisation means picking on a person because they have stood up for their rights not to be harassed or discriminated against. Victimisation could be any of the following and more:
Not providing that person with a service,
Making the terms and conditions on which the service is provided harder for that person
Subjecting that person to threats or insults
Making up malicious stories about that person
Scapegoating the person, making out that by standing up for their rights, they are a problem.

It is essential that when staff are dealing with all forms of bullying behaviours, that the above protected characteristics are always considered and that all staff are committed to elimination of the above prohibited conduct. Clear records of reported bullying are kept and all incidents are written down and given to the Learning Mentor for further reference.

The responsibility lies with the Governing Body in the adoption of Policies and Procedures which fully comply with the statutory legislation outlined above. Governors must ensure that staff are sufficiently trained to carry out their responsibilities and that they are fully included in Policy development.

SAFEGUARDING

The Children's Act 1989 makes clear that it is the school's responsibility to ensure that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

When this is the case, school staff should first report their concerns to the Designated Teacher for Safeguarding, who will then report their concerns to the Local Authority Children's Social Care Service. In Wigan this is the Children and Young Peoples Safeguarding Children's Team.

SIGNS AND SYMPTOMS OF BULLYING

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

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Begins truanting
- Becomes withdrawn, anxious, or lacking in confidence
- Threatens to run away
- Cries himself to sleep at night
- Feels ill in the morning

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what is wrong

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Bullying towards Adults
Where a member of staff feels intimidated or bullied by another member of staff, adult, parent, visitor etc. this should be referred to the Headteacher immediately so that the appropriate policy for ensuring care of our workforce can be implemented. The member of staff may also wish to contact their union for further advice in difficult situations.

EFFECTIVE PRACTICE LEADING TO REDUCTION IN BULLYING

At Sacred Heart we recognise that there may be incidents of aggressive behaviour exhibited by some children, especially very young children without the intention or awareness that it causes distress. With this in mind we have introduced and implemented **preventative** and **pro-active** strategies which we hope will reduce incidents of bullying behaviour as follows:

The School Ethos
- Through assemblies and the Religious Education scheme of work, '***Come and See'*** we consistently deal with issues of friends and relationships and seek to promote a happy school built on Gospel values
- Assemblies and Collective Worship provide opportunities for reflection and sharing of moral and social aspects of life
- All policies are formed with the School Mission Statement at the centre
- Everyone has ownership of policies and procedures
- The ethos of our school is visible in the everyday relationships and life of the school
- Displays around the school communicate the ethos and policies of the school for all to see
- Rewards are given to celebrate all aspects of school life
- The way we discuss incidents is always within a culture of respect and caring for each other
- The structures for the discipline procedure are followed appropriately and consistently
- Staff in all roles are welcoming, friendly, open and honest
- Staff training is seen as valuable and staff use the outcomes to improve practice
- A positive environment is created by staff, both inside and out of school, even on trips
- Staff are aware of family situations and show empathy towards others
- Everyone understands their responsibility in communicating the mission and vision of our school

The Curriculum
- The Golden Rules rules include statements relating to consideration towards others
- Personal, Social and Health Education covers peer pressure, choices and bullying explicitly
- Strategies such as '***circle time'*** are used with whole classes as a means to explore difficult issues.
- Anti-Bullying week, held in November each year, provides a focus for curriculum work
- Reading and writing stories and poems or drawing pictures about bullying
- Multi-cultural and exploration of non-Christian faiths, work e.g. work on Judaism, Islam or Hinduism is planned to support learning opportunities in an area which is predominantly white British
- School rules are formed and discussed and translated into classroom rules which form a framework for social behaviours
- Social stories are used to support pupils in the management of their social and emotional development
- The creative curriculum enables pupils to explore their spirituality

Pupil Voice
- Questionnaires are used to gather pupils' points of view regarding bullying and what we can do to improve or change things
- The School Council discusses area of school life which they wish to change and develop
- Pupils inform record keeping and are encouraged to inform staff of any problems

- Play Leaders are trained to support pupils at playtimes and report back to the Learning Mentor, if there are any problems
- There is a 'worry box' outside the Children and Families Support Worker's Room
- Children are actively encouraged to talk to an adult if they have a problem

Staff Role Models
- Staff follow consistent approaches to behaviour management and are proactive, not reactive
- Staff are approachable and there are strong relationships between staff and pupils
- Staff respect the dignity of all pupils and of each other
- Staff are skilled at planning SMSC into the curriculum
- Staff are knowledgeable in their roles and know how to deal with incidents
- Staff are always punctual and their attendance is excellence
- Staff strive for the best and aim that subject delivery and teaching is always of a high quality
- Teachers planning is seen as an essential tool for shaping the curriculum and time is invested through PPA time to ensure the best
- Staff are strong role models both in school and outside of school in the community
- There is an 'open door' policy where staff, pupils and parents are able to voice their concerns
- Each playground is patrolled by an appropriate member of staff at all playtimes. Good communication between all staff ensures that concerns for an individual's welfare are passed on and care is taken to keep an eye on the child during playtimes.
- All staff are encouraged to be vigilant for signs of bullying and to report any concerns to a teacher, the Children and Families Support Worker or the Senior Leadership Team
- Staff record incidents as per the school policy and procedure
- Staff are aware of their responsibilities and the statutory legislation which informs school policies
- All staff have training on behaviour, bullying and play
- Staff actively listen and respond to the 'pupil voice'.
- Staff treat all pupils equally
- Staff take all concerns seriously

Parent and Carers
- Parents and carers have input into Policy Development through questionnaires, web-site etc. so that Policies are made with parents (not to them).
- The encouragement of effective communication between home and school creates strong relationships
- The Home School Agreement and School Brochure set out systems for developing effective working relationships
- Parents and carers are encouraged to monitor child's use of internet and supervise as necessary
- There is an open door policy and parents are welcome
- The learning mentor liaises with parents and carers who may need additional support
- Staff aim to achieve consistency in honest discussions with parents
- Parents and carers are recognised as the first teachers of their children and are positive role models for children at home and school
- Parents and carers may need support in handling difficult situations – anti-bullying guidelines are available
- Leadership and Governance

Leadership and Governance
- Governors and Leaders ensure that consistent policies and procedures are adopted and followed
- Governors and Leaders ensure that policies are evaluated and reviewed regularly
- Governors ensure that sufficient funds are allocated to identified priorities e.g. staff training, equipment etc.

PROCEDURES FOR DEALING WITH BULLYING

When bullying towards another pupil has been observed or reported then the following steps should be taken:

1. The 'Seven Steps Approach' should be used. This approach seeks to change the behaviour of the bully and thus achieve the best possible outcome for the victim. Punishment of the Bully may make things worse for the victim and therefore often leads to secrecy rather than early disclosure. This approach is the preferred method of the LA. The 'Seven Steps Approach' is detailed in Appendix 1.

When bullying is first suspected or identified, pupils should not be publicly named. The designated staff member should be informed immediately so that the Seven Steps Approach can be instigated.

2. If the 'Seven Steps Approach' does not work for a particular child or group of children and the bullying continues, then the following will happen:

- The parents / guardians of the victim and the bully(ies) will be informed
- A referral to the Targeted Education Support Service (TESS) will be made which may lead to the initiation of a Pastoral Support Programme (PSPs are a required step before any permanent exclusions can be made)
- A fixed term exclusion may be necessary
- The child will be placed on the special needs code of practice
- The Governing Body will be made aware of the disciplinary action taken through the monitoring procedures

Dealing with Different Forms of Bullying

It is important that when bullying is reported, that the kind of bullying is identified. This is to ensure that the approach used is the most appropriate. In all cases, the form of bullying should be recorded.
Where the behaviour is not identified as bullying then the behaviour Policy should be applied. The Seven Steps Approach to Bullying (see Appendix 1) could be used as a framework for discussion to take place.

Type of Bullying	Examples	Procedure
Emotional	being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures, dirty looks)	Seven steps approach
Physical	pushing, kicking, hitting, or any kind of violence	Seven steps approach depending on the severity of the incidents
Racist	racial taunts, graffiti, gestures	Seven steps approach depending on the severity of the incidents If the child may be at risk of significant harm or should there be any concerns regarding serious incidents beyond the school it may be necessary to contact external agencies, including the Police.
Sexual	unwanted physical contact or sexually abusive comments	Report to the Child Protection Designated Teacher and take further advice Two members of staff discuss with the pupil the inappropriateness of the behaviour in line with the age and stage of development of the pupils Discuss the behaviour with parents of the bully and the victim
Homophobic and Transphobic	Because of, or focusing on the issue of sexuality	Initially follow the guidelines for discussion with the pupil outlined below. If the problem persist, take further advice from the Child Protection Designated Teacher. Discuss with the parents/carers of the bully and the victim.
Verbal	name-calling, sarcasm, spreading rumors, teasing	Seven Steps Approach to Anti-Bullying
Cyber bullying	E.g. through the internet / chat rooms / texting / MSN etc	This type of bullying will typically happen outside of school, however, this should be treated seriously. It may be brought to the attention of school staff by a parent/carer or a pupil. Address through the curriculum for the whole class. It may be necessary to involve parents /carers of the pupils. If a child is deemed to be at risk of significant harm the Designated teacher for Child Protection may involve other external agencies

If at Stage 1 of the Seven Steps Approach to Anti-bullying, the incident is deemed not to be bullying, but to be an isolated incident, this may be dealt with through the Stages of Discipline within the Behaviour Policy.

The following guidelines should be followed when dealing with isolated incidents of the use of derogatory language.

Dealing with Derogatory Language

There are many forms of derogatory language which pupils and adults may hear in the local community and in the school environment. The use of derogatory language should always be challenged, whether used by an adult or a child. The following guidelines should be followed when dealing with isolated incidents of the use of derogatory language.

- Derogatory language should be addressed as soon as it is heard, or as soon as is practically possible.
- The pupil or staff member should be spoken to quietly and with sensitivity, so as not to inflame a situation or cause embarrassment.
- Clear explanations should be given as to why the language is considered inappropriate
  e.g. that word is insulting and hurtful because … please don't use it … perhaps you could say ___ instead etc.

Homophobic Bullying

Homophobic bullying can be present in an environment that fails to challenge and respond to homophobia. Passive resentment of lesbian, gay and bi-sexual (LGB) men and women which is allowed to go unchallenged is not acceptable. When people discuss others in this way it is our responsibility to ask them to stop and to consider their attitudes and the impact they are having on the environment and ethos of our school. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. E.g. use of language like: 'Big girl's blouse', 'Puff' etc.

The issues above must not be ignored. See below for more information about dealing with Homophobia.

Dealing with homophobic language e.g. 'Gay' when used in a derogatory manner: 'that's gay' (rubbish) – our school has decided on the following approach:
1. Discuss in line with the age and stage of development of the pupil
2. Ask the following:
   'Do you understand what the word Gay means?'
   'Yes, it can mean that two men or two women love each other.'
   'It can also mean lively or fun.'
   'What did you mean, when you said the word Gay?'
   'Why did you choose this word?'
   'Did you say the word to be hurtful or as an insult?'
   'What could you have said instead?'
   'Please don't use the word Gay like this in the future, thank you.'
3. Record the incident and pass to the Child and Families Support Worker for filing, further reference, monitoring and evaluation

OUTCOMES

1. The bully (bullies) may be asked to genuinely apologise and If possible the pupils should be reconciled.
2. Other consequences may take place, in line with the Behaviour Policy.
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

CONSULTATION AND COMMUNICATION IN POLICY FORMATION

It is essential that all adults who form a 'team' around the child, including parents and carers, staff, Governors and other external agencies are involved in a full consultation regarding the development of policies and procedures. Just as important are the views of the child in making contributions to policy formation.

Pupils' views are sought through questionnaires, lessons, the school council, assemblies and through informal discussions

The views of staff are sought through staff training events, staff meetings, questionnaires, feedback after courses, reflection after incidents etc.

Parents and Carers views are sought through questionnaires, the role of the Parent Governor, at parents evening, etc.

Governors' views are sought through discussions at Governing Body Meetings, focused visits to school, discussions with pupils and staff, feedback from records and monitoring information provided by the Leadership Team.

COMMUNICATION OF THIS POLICY

It is important that all members of our school community are fully involved in the formation and continued review of this policy and that it is accessible to all. Copies of the policy can be requested from the school office and the Policy is also available on the School Web Site.

Links to further advice regarding Bullying can be found on the school web site and further information is also available from the following sources:

The Anti-Bullying Alliance   http://www.anti-bullying.alliance.org.uk
Beat Bullying   http://www.beatbullying.org
Kidscape   http://www.kidscape.org.uk
Cyberbullying   http://www.childnet.com
NSPCC   http://www.nspcc.org.uk

Also:
- Child Line
- The protection of children on line: a brief scoping review to identify vulnerable groups – DFE 2011
- Young People's Voices on Cyber-bullying – Diana Awards 2011

MONITORING AND EVALUATION OF THIS POLICY

The aim of monitoring incidents of bullying is to reduce the frequency of bullying happening.

By keeping records of incidents and how they are dealt with, by raising the profile of bullying and bullying behaviours with our school community we aim to:

- identify whether any particular types, or trends in behaviours are identified and address these proactively
- find any hot spots in our environment where bullying could take place and make them safe
- identify, challenge and support any individuals to change their behaviours
- focus our curriculum work around any identified areas

When bullying is reported to an adult at the school, it is essential that this is recorded and followed up swiftly in accordance with the procedures outlined in this policy.

A record sheet for recording incidents of reported bullying is available in each class monitoring folder. These should be completed as soon as practically possible after the incident is reported. See appendix 2.

The Child and Family Support Worker will collect the monitoring sheets on a monthly basis and produce a summary report for the SLT. The Governing Body will be informed through the Headteacher's report to the Governing Body on a termly basis.

NB It is important to note that initially there could be an increase in reported bullying as the community focusses on this very important issue.

CONCLUSION

Preventative interventions are intended to create a safer climate and reduce bullying behaviours, but there will always be incidents of aggressive behaviour, including bullying. This is an **unacceptable** part of school life and however undesirable, needs to be dealt with consistently and swiftly. Bullying must never be tolerated at Sacred Heart Catholic Primary School.

RELEVANT INSERVICE UNDERTAKEN	Dealing with derogatory Language (Staff meeting Oct 15) PREVENT Duty LA training (two staff) Oct 15
DISCUSSED AND AGREED BY RELEVANT STAFF	Oct 15
DISCUSSED AND AGREED BY GOVERNING BODY	Nov 15
MONITORING AND EVALUATION	Ongoing records of bullying incidents to be kept by the Child and Families Support Worker, who monitors all types of behaviour and reports to the Leadership Team
This policy was last reviewed on	Nov 15

SEVEN STEPS APPROACH

Appendix 1

Step one – interview with the victim
When the adult finds out that bullying has happened he / she starts by informing the Learning Mentor. She will talk to the victim about his feelings. She does not question him about the incidents but she does need to know who was involved.

Step two – convene a meeting with the people involved
The Learning Mentor arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

Step three – explain the problem
She tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise his distress. At no time does she discuss the details of incidents or allocate blame to the group.

Step four – share responsibility
The Learning Mentor does not attribute blame but states that she knows that the group are responsible and can do something about it.

Step five – ask the group for their ideas
Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The Learning Mentor gives some positive responses but she does not go on to extract a promise of improved behaviour.

Step six – leave it up to them
The Learning Mentor ends the meeting by passing over the responsibility to the group to solve the problem. She arranges to meet with them again to see how things are going.

Step seven – meet them again
About a week later the Learning Mentor discusses with each student, including the victim, how things have been going. This allows monitoring of the bullying and keeps the young people involved in the process.

Appendix 2 Example of a monitoring log for reported incidents of bullying

Name of person reporting bullying	Date	Time	Type of bullying e.g. homophobic, racist, sexist, emotional, physical, cyber bullying, SEND etc.	Description of reported bullying	Action Taken	Vulnerable group (if appropriate)
Pupil A	7/9/15	1.00pm	Homophobic	Pupil A – 'I don't like being called gay' Incident at lunchtime- appears to be related to football. Says not the first time this has happened. Says that XX says 'gay' a lot.	Discuss with XX in accordance with the use of derogatory language agreed policy	PP and SEN
Pupil B	8/9/15	9.00am	Racist	Pupil B reports that he has overheard another pupil being bullied using language that could be described as racist. He is concerned about the pupil.	Ref to LG for 7 steps LG to discuss with the identified to pupil to ascertain what happened at Step 1.	
Pupil C	9/9/15	8.45am	Emotional/cyber	Pupil C mother came into school. Pupil C doesn't want to come to school because she received a text that upset her from another girl in her class. This is the first time it has happened as far as is known.	Ref to LG for 7 steps LG to discuss with the identified to pupil to ascertain what happened at Step 1.	PP
Pupil D	9/9/15	10.45am	Emotional	Pupil D reports that girls in her class won't let her play and keep looking at her.	Ref to LG for 7 steps LG to discuss with the identified to pupil to ascertain what happened at Step 1.	SEN

A blank copy of this form is available on the teacher shared drive. Copies are kept in the teacher's folder in each classroom.

Appendix 3

Next Steps for Policy Development

Communication
1. **Present Ant-bullying Policy to parents**
2. **Present Anti-Bullying Policy to Pupil and Curriculum Committee for discussions and adoption**
3. **Publish Policy on school web site**

Commitment
1. **Rules, rights and responsibilities regarding bullying to inform a 'Home School Agreement' which is to be signed by pupils, school and parents / carers**

Review the Curriculum
1. **How does the Curriculum support Social and Emotional Aspects of learning with regard to bullying behaviours?**
2. **Each class to use 'circle time'**

Training
1. **Mid-day Supervisor training in all aspects of the Policy**
2. **Provide further training as need identified for individual staff members**