



# Anti-bullying Policy

## Our Vision

Like the Good Shepherd, we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential.

Our Christian distinctiveness can be seen in the way the value of **LOVE** is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of **COURAGE**, **RESPECT** and **TRUTH**.

We are a thriving village school with a warm and friendly atmosphere and all we are and all we do is founded on the principles of the Christian faith. We nurture every child in a secure and positive learning environment so that each one is a happy, confident learner who thrives in a culture of equality. We enable each child to develop their spiritual growth and moral understanding. Every member of the Great Rollright School community is valued and respected, so that everyone can have a positive attitude to themselves, others and life. We inspire high self-esteem and aspirations, we recognise the talents of all, we value personal and academic achievement and we celebrate the success of each and every individual. The values we hold for our school Love, Courage, Truth and Respect. Everything we do is rooted in these and so we have a strong inclusive community.

## School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any kind of bullying, harassment or discrimination. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21<sup>st</sup> Century Britain. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

## 'No Outsiders'

As a school we have adopted the 'No Outsiders' programme and teach this throughout the school using carefully selected texts. This programme promotes an ethos of inclusion and tolerance and aims to prepare children for life in modern Britain. It teaches about all of the protected characteristics (Equality Act 2010) and celebrates the 'variety of different ways we are human'. The message is one we want for our school- everyone is different and everyone is welcome.

## Our Aims

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

## What the law states

The Ofsted Common Inspection Framework places an emphasis on the safety and well-being of pupils. The effectiveness of schools' leadership and management are judged on whether they 'actively promote equality and diversity' and "tackle bullying and discrimination". Inspectors will want to see records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation and places a duty on all public bodies to 'have regard to the need to eliminate discrimination, harassment and victimisation and promote equality of opportunity'.

The DfE statutory guidance Keeping Children Safe in Education (September 2021) emphasizes the importance of tackling bullying (including cyberbullying) and highlights that children with SEND can be disproportionately impacted by bullying. Further it states the importance of teaching children to stay safe online and ensuring they don't access inappropriate material. The guidance states that "Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies". The approach to these issues must be in school policies including how risk will be minimised, how incidents will be recorded, investigated and dealt with and perpetrators and victims supported. It is made clear that this abuse should always be treated seriously and never just as banter or part of growing up.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.



## Types of bullying

Bullying comes in various forms:

- Physical Bullying - Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property.
- Verbal Bullying - Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- Emotional Intimidation is closely related to these two types of bullying.
- Social Bullying – Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

Social bullying includes lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, damaging someone's social reputation or social acceptance.

- Cyber Bullying – Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.'

- Sexual Bullying - Sexual bullying includes a wide range of behaviour and can often cause distress and devastation to a child or young person. Some examples of sexualised bullying include: abusive, for example inappropriate or unwanted physical contact; sexualised name calling and insults; spreading rumours of a sexual nature online or in person.
- Prejudice-related Incidents – 'A prejudice-related incident is any incident which is perceived to be so by the target or any other person'.

Prejudice-related incidents include both direct abuse and derogatory language which may not be directed towards a target, for example the use of the word 'gay' as a way of describing things negatively. Evidence indicates that this use of language impacts negatively on children and young people who are Lesbian, Gay, Bisexual, Transgender or are questioning their sexuality. It includes both prejudice to those with protected characteristics (disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity) under the Equality Act and other prejudice, for example appearance, weight etc as this prejudice can also have a significant detrimental impact on children and young people.

Prejudice-Related Incidents (like bullying) can take many forms including:

- Verbal Name-calling and ridicule such as racist or homophobic remarks
- Visual Graffiti, gestures, wearing racist or sexist insignia or showing pictures.
- Incitement - Spreading rumours or encouraging others to participate.
- Cyber - Abusive use of technology such as text messages, Facebook or email.
- Segregation - Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group
- Physical - Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
- Property - Theft or damage to personal property; extortion

These may arise because an individual is seen to be different. Children may be seen as different because of their:

- Ethnic origin, skin colour, nationality or culture including Travellers of Irish Heritage and Gypsies/Roma (racism)
- Religion or belief
- Sexual orientation (homophobia or biphobia)
- Sex or gender identity (transphobia)
- Disability or Special Educational Needs
- Caring responsibility in their families (Young Carers)
- Other reasons of perceived difference including appearance, weight etc

It may be that they are perceived to have a particular characteristic or they or they are associated with someone with that characteristic. For example, children who don't fit gender stereotypes may experience homophobic incidents and bullying; young carers of disabled adults may be bullied because they are associated with someone with disability. All these types of incident should be treated as prejudice-related incidents and addressed accordingly.

- Peer-on-peer abuse – Peer-on-peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age. This form of abuse should always be treated seriously and never just as banter or part of growing up.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable.
- Organising others to do any of the above.
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way.

### **Bullying outside of school**

The school has an enduring interest in the welfare and conduct of pupils and will respond positively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours. The Education and Inspections Act 2006 gives Head teachers the power 'to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)'.

DfE cyberbullying guidance states that 'All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school'. The guidance also states that 'where bullying outside school is reported to school staff, it should be investigated and acted on'.

'Behaviour and Discipline in Schools' (DfE 2016) states that 'Maintained schools and Academies' behaviour policies should set out what school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments what will be imposed on pupils'.

For example, the school will intervene if it hears of:

- Cyberbullying via Social Networking Sites, for example malicious message on somebody's profile



- Filming on mobile phones and passing on inappropriate material or joining in with this behaviour even if you weren't the original author.
- Other cyberbullying or off-site bullying.

To help prevent and reduce bullying off-site, the school will:

- Talk to the local community Police Officer about known problems on the streets.
- Talk to the Headteachers of other schools whose children may be involved in bullying off the premises.
- Discuss coping and preventative strategies with parents, such as alternative travel arrangements.
- Educate pupils about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information.
- Link with local service providers (transport providers, youth groups) to share knowledge and best practice.

If the school is aware of a bullying incident outside school, staff will:

- Provide support and advice to the person being bullied, if they are within our school.
- Support and work with the person bullying, if they are within our school.
- Investigate and consider the following actions with respect to the person bullying:
  - o Confiscation of mobile phones and other items
  - o The involvement of police or anti-social behaviour coordinator in their local authority in any form of on-going bullying, particularly when related to cyber-bullying. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- Inform any other relevant school or agencies for example, youth clubs, transport providers, about the concerns and any actions taken.
- If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents.
- If children are being bullied by pupils of another school the Headteacher of that school will be informed and invited to deal with the matter.

### **Below are some factors that can make people vulnerable to bullying:**

When dealing with bullying-related incidents, schools must refer to the [Equality Act 2010](#) and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:

- are in foster care or residential homes (Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term

- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation
- are perceived as different in some way

### Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

### Discriminatory language

Discriminatory language not only undermines confidence and self-esteem of individuals but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is viewed seriously and is not acceptable. It will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff. We will not accept any derogatory language that is:



- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender identity
- Sexual orientation
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent. In this school we challenge all discriminatory language whenever it is used.

When responding to discriminatory language, staff will:

- Tell the pupil that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If pupils continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a pupil continues, remove the pupil from the classroom and talk to the pupil in more detail about his/her behaviour and why it's offensive.
- If it continues, involve senior leaders. The pupil should understand the sanctions that will apply if they continue to use discriminatory language. We will use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. Sanctions may include:
  - o Removal from the group (in class)
  - o Withdrawal of break and lunchtime privileges
  - o Acceptable language contract
  - o Official warning to cease
  - o Network privileges withdrawn
  - o Referral to Schools Police Liaison Officer
  - o Fixed-term exclusion
  - o Permanent exclusion
- If it continues, invite parents in to discuss the attitude of the pupil. For homophobic bullying, even if parents and pupils think some people should be treated differently, this does not mean homophobic language or bullying is acceptable. We will take time to explain to parents why this policy is important as part of the anti-bullying policy of the school. We will explain that all pupils should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.

Discriminatory language will not go unchallenged in our school community.

## School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A Child-Friendly Anti-Bullying leaflet ensures all pupils are aware of the Anti-Bullying Policy and our expectations. This is displayed in every classroom.
- There is a 'Bullying Incident Form' available in school and on our website which can be used by an adult/child to report an incident of bullying.
- Trained Anti-Bullying Ambassadors represent every class across the school. They meet regularly and work in partnership with staff and other children to consider ways we can continue to effectively prevent and tackle bullying at Great Rollright School.
- Staff are trained in Restorative Practice. Restorative approaches provide support to those who may have been affected by conflict or bullying behaviours. For more information on Restorative Practice, visit [Oxfordshire County Council's Anti-Bullying webpage](#).
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- We have high expectations of behaviour which we promote through our 'Golden Rules' which are displayed in every classroom and around the school.
- The PSHE programme of study includes opportunities for pupils to learn:
  - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
  - that people sometimes behave differently online, including by pretending to be someone they are not.
  - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and discriminatory language and re-enforce the 'zero-tolerance' message
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The teaching of the 'No Outsiders' programme across the whole school
- Pupils are involved in developing school-wide Anti-Bullying initiatives through consultation with the Anti-Bullying Ambassadors and any child who has been affected by conflict or bullying. As a restorative school, we aim to work 'with' children and their families in order to effectively prevent and tackle all forms of bullying.
- Using drama and role play to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Computing lessons covering e-safety and cyberbullying.
- Weekly Newsletter – news, updates and tips about bullying are mentioned regularly in the school newsletter to all families.
- Using praise and rewards to reinforce good behaviour and anti-bullying work by pupils, such as:
  - Certificates awarded in Assembly
  - Letters home





- o Encouraging the whole school community to model appropriate behaviour towards one another
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware.
- The children's School Council meets regularly and can represent pupils' concerns and pass them onto the Head Teacher. It regularly reviews anti-bullying development and procedures.
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, transphobic, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents

## The role of Governors

- The Governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to investigate the case and to report back to a representative of the Governing Body, (usually the Chair).

## The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- It is the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school with the support of the designated safeguarding lead.
- The Headteacher ensures that everyone knows that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of everyone to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all members of staff receive sufficient training to be equipped to deal with incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When the individual feels they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## The role of Anti-Bullying Lead

- The Anti-Bullying Lead, with the support of the Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.
- In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at Great Rollright School.

Our Anti-Bullying Lead is Miss Michelle Hastings (Head Teacher)

The governor Lead for Anti-Bullying is Mrs Helen Hare.

## The role of the teacher

- Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They report all incidents that happen in their class, or that they are aware of in school, immediately to the Headteacher. The Headteacher will record all incidents of bullying in the anti-bullying logbook in the office and inform a child's parents if he/she is being bullied
- If teachers witness an act of bullying, they do all they can to support the child who is being bullied.
- We keep the anti-bullying logbook in the office where all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school and that we know of are recorded. If any adult witnesses an act of bullying, they should record the event in the logbook.
- If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and for the child who has carried out the bullying.
- We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future.
- Teachers and Teaching Assistants routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers and Teaching Assistants consistently adhere to the Behaviour Management Policy, they aim to support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.



## The role of Parents / Carers

- At Great Rollright, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters, our website and the Parent/Carer Agreement which is reviewed annually and signed by the parents/carers and children.
- We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.
- If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers support the actions of the school. If parents/carers have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

## The role of Pupils

- All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.
- Every classroom has age-appropriate copies of our Child-Friendly Anti-Bullying Policy for reference and support.

## Reporting bullying

- Pupils who are being bullied: if a pupil is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:
  - Report to a teacher
  - Tell any other adult staff in school
  - Tell an adult at home
  - Call ChildLine to speak with someone in confidence 08001111

## Dealing with an Incident

When bullying has been reported, the following actions will be taken:

### Stage 1

As it can be difficult to identify the bully and bullied in situations of conflict, and once children are calm enough to engage in conversation, staff will work through the 5 restorative steps with any child involved in conflict/bullying.

## **What are the '5 Steps of Restorative Practice'?**

**Step 1:** Tell the story - What has happened? Start from the beginning... What happened just before that?

**Step 2:** Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

**Step 3:** Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

**Step 4:** Needs – What do you need in order to find closure? What do you need to move forward?

**Step 5:** What next? What do you think will make things better? What needs to happen?

Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

The incident will be recorded on a concern form without delay.

### **Stage 2**

For serious behaviour incidents, skip to Stage 3.

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

### **Stage 3**

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, a relevant member of staff will use the QCA Behaviour Assessment to support an assessment. The children who have been harmed should be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers of the harmer. In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The plan should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to [SAFE! Support for Young People Affected by Crime](#), with the consent of their parent/carer.

### **Stage 4**

Should negative behaviours persist the headteacher should seek advice\* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate an Early Help Assessment (EHA) and Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this



process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. TAF meetings should take place every 6 weeks. Progress against PSP goals should be reviewed as part of the TAF.

\* At Stage 4, the headteacher should also refer to the Learner Engagement Team's [Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school](#).

In all of these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion:

- If a child has an **Education Health and Care Plan** you must contact your SEN Officer to discuss the risk of exclusion
- If the child is a **Looked After** you must contact the Virtual School for Looked After Children
- If the child is open to social care (**Child in Need or Child Protection**) you must contact the social worker

## Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

## Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

## Recording and Reporting

Great Rollright School records incidents of bullying on specific concern forms (see below) and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Termly feedback is made available for governors via the headteacher's report.

## Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

## Monitoring and Review

The School's Anti-bullying Policy is monitored on a day-to-day basis by the Headteacher, who reports to the governors about its implementation and effectiveness.

All completed Behaviour and Bullying Incident Recording Forms are monitored at the end of the Autumn, Spring and Summer Terms by the Governor with responsibility for Safeguarding.

This Policy was developed in consultation with staff, governors, pupils and parents. It is reviewed and updated at least every two years as well as if incidents occur that suggest the need for review. The Policy is available on the school website.

Policy was reviewed and agreed by the Governing Body in the Autumn term 2023

Signed.....Chair of Governing Body

Review Date : September 2024



**Bullying and Discriminatory Incident Recording Form**

To be filled in by a member of staff handling an incident.

All incidents will be reported to governors and OCC.

Record sufficient detail to identify exact nature of prejudice and type of bullying in comments

**Type of bullying:**

- Young carers                      Looked after children                      Verbal abuse (pupil / teacher)
- Appearance or health condition                      Threatened
- Race, Religion or Culture                      Theft / taking property
- SEN or Disabilities                      Cyber bullying
- Sexist or Sexual, incl. transgender phobia                      Emotional bullying
- Sexual Orientation (homophobia)                      Excluding
- Alleged Assault                      Written derogatory comments, incl. graffiti
- Other (record in description below)                      Other (record in description below)

Date:

Time:

Locality:

**Description of what happened:**

**Pupils Involved ( Year    SEN    Disability    Ethnic Group)**

Child who is bullying:

Target of the bullying:

Witness

Member of staff recording the incident:

Role:

Action Taken:

Have you had contact with the parent of the child who is doing the bullying?

If Yes, by phone / letter?      Date of contact:

Have you had contact with the parent of the child who is the target of the bullying?

If Yes, by phone / letter?      Date of contact:

Are any other agencies involved? If Yes, which agencies?

Does the incident require a multi-agency response?

If Yes, or other agencies already involved, and the incident was prejudice-motivated, consult County Council as to whether a Hate Crime Report is appropriate.

Signed:

Name:

Signed Headteacher:

Date:

Resolved                      Unresolved

Further intervention needed?