



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Bullying and Harassment Policy

Member of Staff Responsible

Tim Milburn

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Anti-Bullying

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“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” – Archbishop Desmond Tutu, 25 February 2004

1. Rationale

Every member of the community of Harrogate Grammar School has the right to learn in a secure and caring environment in order to realise his or her true potential in all aspects of school life, free from humiliation, intimidation and abuse. They also have the responsibility to contribute, in whatever way they can to the protection and maintenance of such an environment. The school does not tolerate bullying and all incidents are taken seriously. Sanctions could include exclusion from school.

2. The Ethos of Harrogate Grammar School

Within the school community we aim, through our commitment and responsiveness, to provide opportunities for all students to fulfil their potential as individuals. To achieve this, we are strongly committed to creating an atmosphere of tolerance and mutual respect in which students take on responsibilities which encourage growth, school values and development.

3. The Aims of the Anti-Bullying Policy

- 3.1 Give clear guidelines to students, staff and parents/carers
- 3.2 Create a climate of openness and support
- 3.3 Enable teachers to maintain a consistent approach to bullying
- 3.4 Demonstrate that as a school we will not tolerate bullying
- 3.5 Through the school's Personal Development Programme, Big Picture sessions and Assemblies, we aim to make all students aware of the needs of others.

4. What is Bullying?

Bullying is the, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace.

Bullying is defined as repetitive behaviour by an individual or group that hurts another individual or group, either physically or emotionally. Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual student towards another individual, by a group towards an individual or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to go to School.

4.1 What does bullying consist of?

It can include:

- 4.1(a) Physical – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding or damaging belongings;
- 4.1(b) Verbal – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;
- 4.1(c) Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidation, graffiti,

defacing of property, display of pornographic, classist, disablist, homophobic, racist, bi sexual phobic, transgendered phobic, sexist or sexual material;

4.1(d) Cyber bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

4.2 Who bullies?

Anyone has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

4.3 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be a member of more than one group.

4.4 What is classist bullying?

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

4.5 What is disablist bullying?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

4.6 What is sexual orientation bullying?

A person is targeted for being or being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer this form of bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

4.7 What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious, group. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

4.8 What is sexist bullying?

In sexist bullying, a person is targeted for being of a particular gender. This bullying impacts on the individual person and can influence the views of other students.

4.9 What is cyberbullying?

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets.

- It can be anonymous
- It can affect the target 24 hours a day, every day, as it intrudes into safe and personal spaces
- It can spread very quickly and resurface at a later date
- It can target students, teachers and other adults

It can take the form of: -

- Sending offensive texts/messages by mobile phone or via apps
- Picture/video bullying via mobile phone and other device cameras including iPads
- Phone call bullying via mobile phone
- Email bullying
- Chat Room bullying
- Bullying via Instant Messaging
- Bullying via Websites
- Bullying via social networking sites
- Bullying via gaming sites (voice over)
- Uploading images to the Internet which may cause upset

4.10 Beat the cyberbullies.

- Tell an adult you know and trust
- Tell the company that provides your email account, internet access or mobile phone
- Use the “report” or “report abuse” button on individual sites to report inappropriate content
- Call the police
- Keep any text messages from Cyberbullies
- Keep Email and URL (web addresses)
- Note dates and times, messages and Emails are received and sent

- Save screen-shots from chatrooms
- Copy and paste messages from Instant Messenger
- Be careful as to who you 'add' or 'accept' as a friend
- Don't forward any inappropriate messages

5. What is Harassment?

- 5.1 Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment
- 5.2 It also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.
- 5.3 Unlawful harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories.
- 5.4 Harassment may include, for example:
- 5.4.1 unwanted physical conduct or "horseplay", including touching, pinching, pushing and grabbing
 - 5.4.2 unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless)
 - 5.4.3 offensive e-mails, text messages or social media content
 - 5.4.4 mocking, mimicking or belittling a person's disability.

A person may be harassed even if they were not the intended "target". For example, a person may be harassed by racist jokes about a different ethnic group if the jokes create an offensive environment.

6. If You Are Being Harassed Or Bullied

- 6.1 If you are being harassed or bullied, consider whether you feel able to raise the problem informally with the person responsible. You should explain clearly to them that their behaviour is not welcome or makes you uncomfortable. If this is too difficult or embarrassing, you should speak to your Year Manager, who can provide confidential advice and assistance in resolving the issue formally or informally.
- 6.2 If informal steps are not appropriate, or have not been successful, you should raise the matter formally.
- 6.3 We will investigate any complaints in a timely and confidential manner. The investigation will be conducted by someone with appropriate experience and no

prior involvement in the complaint, where possible. Details of the investigation and the names of the person making the complaint and the person accused must only be disclosed on a “need to know” basis. We will consider whether any steps are necessary to manage any ongoing relationship between you and the person accused during the investigation.

6.4 Once the investigation is complete, we will inform you of our decision. If we consider you have been harassed or bullied by an individual(s), the matter will be dealt with under the [Respectful relationships and behaviour policy](#). Whether or not your complaint is upheld, we will consider how best to manage any ongoing relationship between you and the person concerned.

7. Protection And Support For Those Involved

Students who make complaints or who participate in good faith in any investigation must not suffer any form of retaliation or victimisation as a result. Anyone found to have retaliated against or victimised someone in this way will be subject to disciplinary action.

8. The Responsibilities of all Stakeholders: Staff

8.1 Foster in students’ self-esteem, self-respect and respect for others.

8.2 Demonstrate by example the highest standards of personal and social behaviour we expect of our students.

8.3 Watch for early signs of distress in students – deterioration of work, sudden change in attitude, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems but may be early signs of bullying.

8.4 Be available and willing to listen. Treat the information seriously.

8.5 Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

8.6 Record incidents of bullying precisely and be seen to do this.

8.7 Offer the victim immediate support and help by putting the school’s procedures into operation.

8.8 Involve the Form Tutor/relevant Year Manager who would inform the parents/carers of both the victim and the student who is doing the bullying where appropriate.

8.9 Avoid the ‘bullying’ model when applying sanctions. Do not bully the student who is bullying. Try to negotiate an agreed form of atonement.

8.10 Ensure that areas of the school are patrolled before school, at break, lunch-time and at the end of the day.

8.11 All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later more appropriate time.

8.12 Use students as a positive resource in encountering bullying. Set up discussion groups in lessons.

- 8.13 Help the student who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim. Ascertain wherever possible the reasons why she/he bullies others.
- 8.14 Bullying is always wrong – a victim of bullying must not be made to feel guilty because she/he is bullied.
- 8.15 If bullying is happening to students on the way home, inform the parents/carers of this.
- 8.16 Use peer pressure against bullying behaviour.
- 8.17 Help students think about strategies to use.
- 8.18 Ensure that students know what to do when they are bullied.
- 8.19 Tell the students from day one that bullying is not tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- 8.20 Cyberbullying - arrange and oversee the removal of inappropriate content (parents/carers to be made aware). Providers and/or the police may need to assist with this.
- 8.21 Cyberbullying – be prepared to contact the police regarding any illegal content (including threatening or menacing behaviour).
- 8.22 Cyberbullying - use disciplinary powers to confiscate phones and other devices including iPads which are used to cyberbully.
- 8.23 Cyberbullying – direct parents/carers to appropriate sites for further guidance.
- 8.24 Discourage bullying via assemblies and the Personal Development Programme.
- 8.25 Where appropriate, contact the School Nurse and outside agencies.

9. Students

- 9.1 Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- 9.2 Tell a teacher or any other adult in school you trust if you have witnessed or suspect bullying is taking place.
- 9.3 Tell a parent/carer
- 9.4 Tell them again if the bullying does not stop in school or if it continues outside school
- 9.5 Go around with a friend or two
- 9.6 Talk to your friends about it and say no to the bully

- 9.7 Report instances of cyberbullying which you see or hear about
- 9.8 Do not retaliate or respond to upsetting texts
- 9.9 Keep hurtful texts and other messages
- 9.10 Copy and paste hurtful messages received via instant messaging, email and social media
- 9.11 Block individuals who upset you
- 9.12 Ensure social networking sites are only accessible to invited friends
- 9.13 Tell an adult if you know that someone else is being bullied
- 9.14 Try not to show you are upset, which although difficult, will help discourage the bully
- 9.15 Try to appear confident
- 9.16 Just walk past if people call you unpleasant names
- 9.17 If you feel threatened walk away
- 9.18 Tell yourself you don't deserve to be bullied

The peer mentor system

Sixth Form Students have been trained to provide a Peer Counselling service for students. They will listen, take problems seriously and talk about options available. Peer mentors have badges and are introduced to Year Groups. They also supervise a quiet room for Year 7 students.

10. Guidelines for Parents/Carers

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

- 10.1 Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone.
- 10.2 Listen to what your child says; try to establish that the problem really is bullying and not something else.
- 10.3 Discuss with your child what you can do.
- 10.4 Contact the Form Tutor/relevant Year Manager. Do this for as long as the bullying continues.
- 10.5 Help your child to deal with the problem by him or herself. Be tactful.
- 10.6 If your child needs escorting home, meet him or her round the corner, not at the school gate.
- 10.7 Try not to be over-anxious or over-protective. It may sometimes be helpful to talk with the bully's parents/carers, but before you do this, take advice from school first.

- 10.8 Do not encourage retaliation. This rarely helps and may only make things worse for your child.
- 10.9 Children can be called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- 10.10 Reassure your child if problems occur.
- 10.11 Learn how your child uses information and communication technology and familiarise yourself with safe practice.

11. The School's Approach to Bullying

The school's approach is to emphasise prevention as well as the taking of appropriate action when necessary. It is the school's intention to create a caring environment in which any student who feels threatened can TELL a teacher or trusted adult. Not telling protects the bully and gives a message that he/she can continue such unacceptable behaviour. The action taken depends on the nature of the bullying. All subject teachers, form teachers and operational staff are vigilant both inside and outside the classroom. They should always find time to listen to students' concerns and employ a direct, clear and firm approach to enable the student to take an active role in finding a solution to the problem. Close and constructive communication between parents/carers and school is a key part of the process for successfully managing bullying incidents. Year Managers and other Pastoral Staff have access to Anti-Bullying guidance. This is included as Appendix 1.

12. Important Websites and Organisations Offering Help and Support

If you do not want to speak to someone you know but need help and advice, you can:

- Ring Childline free and confidentially on 0800 1111
- Contact Kidscape on 0845 120 5204

Websites offering help and advice:

- www.anti-bullyingalliance.org.uk
- www.kidscape.org.uk/
- www.childline.org.uk/
- www.nspcc.org.uk
- www.stoptextbully.com
- www.beyondbullying.com/
- www.bbclic.com/
- www.bullying.co.uk
- www.childnet-int.org
- www.cyberbullying.org
- www.chatdanger.com
- www.thinkuknow.co.uk

13. Communication of the Policy

Students, Parents/Carers, Staff and Governors are made aware of the School's Anti-Bullying Policy through a variety of means including:

- The Personal Development Programme Years 7-11

- Assemblies
- The School's Website
- A statement regarding the availability of the Policy will appear in the New Year 7 Information Booklet
- Paper copies are also available on request from School

14. Reviewing the Anti-Bullying Policy

This Policy will be reviewed once every two years by the Governing Body.

Appendix 1 Anti - Bullying Guidance

“Bullying is not just something that students and teenagers go through. It is well researched that bullying causes long term damage to both the person on the receiving end, and those who bully. It is not a student’s fault if they are bullied. Students should never be told to just ignore it, or to change who they are. It is the students doing the bullying that need to change their behaviour and their attitude. This is particularly true if the bullying is targeted at a student’s gender, sexuality, race, faith, impairment or special educational need.” Anti-Bullying Alliance

Bullying is a very upsetting and sensitive issue for all involved. It can have a profound effect on both the victim and perpetrator and it can be both complex and difficult to resolve. It is important that we do all we can to prevent instances of bullying by being proactive, reactive and supportive. The Anti-Bullying Policy is available to anyone through the school website and staff should be familiar with it. However this guidance document is intended to further support you when dealing with any incidents of bullying.

Useful definitions

It is helpful to remember the definition of what bullying is so you, students and parents are clear. The Anti - Bullying Alliance definition is:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace.”

Another useful way to consider is the following:

Bullying is when someone means to hurt or upset you on purpose	Bullying is NOT when it is an accident and they say sorry
Bullying is when it keeps on happening	Bullying is NOT when it only happens once – no matter how bad it is
Bullying is when you cannot get the hurt to stop	Bullying is NOT when someone stops and says sorry

Anti-Bullying Strategies to consider

The following include current school practice as well as effective strategies used in other schools as recorded in ‘The Use and Effectiveness of Anti-Bullying Strategies in Schools’ by Fran Thompson and Peter K. Smith Goldsmiths, University of London, for the DfE as well as suggestions included on the <https://www.bullying.co.uk/> and www.anti-bullyingalliance.org.uk/ websites.

Strategy	Description
Reporting and recording	Ensure that every conversation, meeting and action that is taken are recorded. If this is reported to you by a parent use the ‘When speaking with a parent’ document to ensure you have gathered enough information to begin an investigation. There is a ‘When speaking with the victim’ document you can use, to ensure enough detail is gathered. You can use the ‘Witness statement’ documents should you speak with any other student or member of staff. Ensure that this is all logged on CPOMS.
Action Plan	Once you have investigated plan a response. There is an ‘Action Plan’ document included but you may refer to the following strategies.
Tutor briefings	Update tutors about issues involving students and agreed strategies to support them

<p>Ensuring the school environment is safe</p>	<p>It is essential that students feel safe. The school environment is important in achieving this. However if an incident of bullying is reported it is worth reflecting on the areas in school which maybe more prone to incidents of bullying and what practical solutions can be made. Some useful questions to consider:</p> <ul style="list-style-type: none"> • Is there a pattern of where bullying happens or are there “hot spots” for bullying that have been identified? This is question you may ask of other Year Managers. • Can CCTV be used to identify incidents of bullying? • Does the area need greater coverage by adults? • Do the adults supervising need further information to spot “bullying” behaviour? <p>The student may feel safer if given a refuge/place to go at break and lunch.</p>
<p>Assemblies</p>	<p>This is an important way of giving and a clear and consistent whole-school message about anti-bullying. Anti-Bullying week provides an appropriate opportunity to do this and there some excellent resources on the anti-bullying alliance website to help plan these. Assemblies could also be used reactively if there are particular issues within the year group.</p>
<p>Year 7 Induction Days</p>	<p>Explain to new students about how the school works to prevent bullying. This will also outline the responsibilities students have.</p>
<p>PSHCE Curriculum (Big Picture)</p>	<p>Through the Big Picture curriculum anti-bullying work is delivered. JFH has produced a number of resources for tutors to do this and is available to support staff in the delivery of this. You may wish to also support tutors by focusing on particular issues being encountered in your year group.</p>
<p>School Values</p>	<p>Using the language of our school values is a very important way of reinforcing each person’s role and responsibility. This is especially true of the “Respect” value. This should form part of any conversation you have in relation to an incident of bullying.</p>
<p>Adult modelling of positive relationships and communication</p>	<p>All school staff are responsible for providing good role models and leading by example and the effectiveness of anti-bullying strategy depends on them.</p>
<p>Developing a restorative ethos and culture</p>	<p>The victim is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Peer mediation is often part of this process. Restorative justice is designed to empower the victims and to help the perpetrators understand the human consequences of their behaviour.</p> <p>In a 2013 survey by Family Lives, teenagers were asked what they felt was the best way to prevent bullying. The majority advocated some method of helping bullies to become more aware of the true consequences of their actions, as well as an increase in the availability of support groups for victims. This seems to be more effective when students who are friends fall out, but could be less effective at resolving full scale bullying.</p> <p>Although mediation can be successful in some cases, others have expressed concerns that victims of bullying may be making themselves vulnerable when discussing their feelings. This is obviously a potentially difficult process and the member of staff facilitating should feel confident to be able to do so.</p>

Supervision of social times	Ensuring that all areas of school are adequately supervised at social times as well as before and after school. Duty leaders have a responsibility to ensure that staff are on time and active. Any pertinent information about students, incidents and reports of bullying must be shared with duty staff so they can be extra vigilant and be aware of behaviours to look out for.
Supervision in lesson time	Ensure all teachers are briefed about issues between students and take appropriate action to support students e.g. seating plans change.
Training of staff	Staff must be given opportunity to understand their role in preventing bullying. Staff must be made aware of incidents that have taken place that need to be monitored and appropriate intervention that they need to take.
School council	The anti-bullying policy will be reviewed by this body. Bullying issues can be brought to these meetings and student suggested solutions could be sought.
Systems that supported parent/carer involvement	Having an ethos where parents feel they can easily express concerns to school. Responding quickly to concerns raised by parents is important. There is a separate resource to help frame initial conversations you might have about an issue of bullying. You should also involve the family of those accused of bullying.
Peer Mentoring	This scheme can provide targeted social and emotional support to vulnerable students. These can include bullied and bullying students or newcomers to the school, particularly students at transition. There are two types of buddies – older and peer. Sometimes students needing to develop social skills and confidence could be included.
Peer meditation	Peer mediation is a problem-solving process which encourages students to define the problem; identify and agree key issues; discuss and brainstorm possible options; negotiate a plan of action and agreement; and follow-up and evaluate outcomes. Student mediators are trained in conflict resolution and in helping individuals resolve disputes. Training can be provided by same age or usually older peers supported or supervised by school staff. Scheme supervisors need to be trained. Outcomes include defusing tension between peers; enabling both bullying and bullied students to identify problems and solutions, such that all involved come away with a sense that the outcome is fair to both sides and promoting student's self-esteem.
Peer Listening	Peer listening schemes are based on the assumption that students are more likely to tell a peer about problems than an adult. Listeners can be an older students who provide a sympathetic ear for younger students' when troubled. Listeners provide both emotional and academic support.
Just B	Students may need more specialist support in addressing issues. A referral can be made to this service. This could be for the victim and the perpetrator.
Circle of friends	In circle of friends, a class or group of students meets with a trained person in the absence of the student concerned, and agrees on steps to help this student. Volunteer students are trained to befriend and support other students who are identified as isolated or rejected by their peers and hence vulnerable to bullying. The agreement and support of parents is essential. Circle of friends help students feel less isolated in the knowledge that peers would not remain passive if they are intimidated or troubled.
Lunchtime clubs	Lunchtime clubs are set up by peer supporters (e.g. buddies or peer mentors) to provide activities in a designated room for vulnerable students during social time. Not only is this a way of providing informal support for all vulnerable and bullied students in the school but also extends support for younger students

	after a buddy or peer mentoring scheme at transition has finished. Students can ostensibly come to join in activities and discuss any problems, including bullying, with the peer supporters in their own time.
The no-blame or support group method	<p>In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.</p> <p>Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.</p> <p>The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group. Each student in the group then carries out their own solution, so that a student who has been excluded from activities with other students may now have someone to spend time with and another may accompany him on other occasions to make sure there is no bullying.</p> <p>A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometime kept of the way this method is carried out, but not always.</p> <p>This should be discussed in advance with the parents of the victim as it could appear as though the perpetrators are not being sufficiently dealt with or punished.</p>
Moving students from classes and populations	You could split students up from different sets, forms and even populations. However, do not move the bullied student, it would be better to move the bully. It is not advised that you should keep a bullied student in at break for their own safety. The bully should be the one to have their free time restricted.
Diary	As soon as this has been brought to the attention of the school then suggest that, whilst it is being investigated, the parent, student and possibly another trusted student keeps a diary of incidents. This can be shared daily or weekly.
School sanctions	Use the school sanction system to proportionally and sufficiently punish the bully. This should be fully explained to both the student and their family.

When speaking with a parent

Name of the student	
Date of meeting	

How long has the bullying been going on?
What has been happening?
Where is it happening?
Who was involved?
Were other students around at the time?
How is it affecting the student?
Did the student tell a teacher or any other adult?

Explain to the parent:

- You are taking the problem seriously and you will thoroughly investigate
- You will need to hear from the student who is being bullied
- You will report back to them within an agreed and realistic timescale

- Ask them to keep a log of incidents, with as much detail as possible e.g. date, time, when, who
- Refer them to, or get them a copy of, the school Anti-Bullying policy

When speaking with the victim

Name of the student	
Date of meeting	

Exactly where and when did the bullying take place? *Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)*

Were there any other young people around at the time? *(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)*

Was there an adult around at the time? *(If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it)*

Do you know the names of the people who bullied you? *(Use pictures if necessary. If identification is still a problem, ask them to describe the individuals as best as possible)*

What were you doing before the incident took place? *(This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered a reaction)*

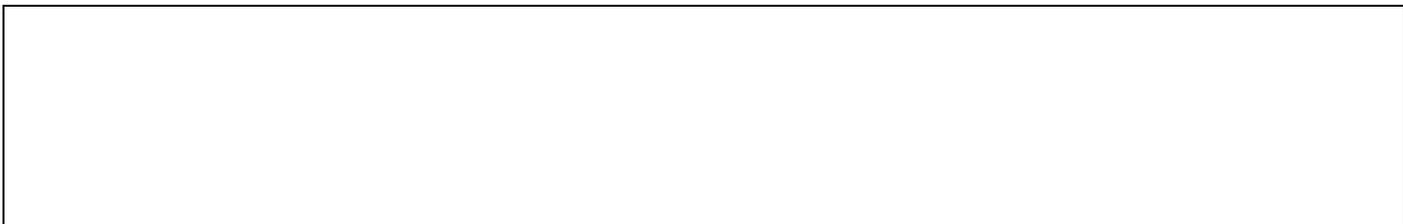
Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

How did it make you feel?

What would you like to happen now? *This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point*



Whilst this is being dealt with you could ask the student to now keep a diary of further incidents.

Action Plan

1. Investigate

Met with parents of the victim	Y/N
Interviewed victim	Y/N
Interviewed witnesses	Y/N
Interviewed any staff who were supervising	Y/N
Interviewed any other students who are not friends of either student	Y/N
Interview the accused perpetrator(s)	Y/N

Summary of your investigation:

Include in your summary the accused student or group, when and where this is happening and the types of bullying behaviours that are being used.

2. Securing the safety of the victim

Record strategies to keep student safe whilst this is being dealt with. This could include the following:

- *Meet with the victim on a regular basis*
- *Victim logs incidents and they are shared with Year Manager*
- *Information shared with relevant staff e.g. AHT, teachers, duty staff, Site Team*
- *Ensure student is safe in lessons, at social times as well as to and from school*
- *Keep in regular contact with parents to reassure that the student is safe*

3. Resolution plan

Detail the strategies you will use and why. This should be done with the victim and their parents. You may use the strategies suggested in the guidance document as well as the school sanctions.

Make reference to the wishes of the victim when determining your plan.

4. Monitor and Review

Date of review	What is going well	What needs to improve