



Anti-Bullying Policy

Policy Responsibility: Headteacher

Policy Status: Draft

Date Agreed: October 2025

Agreed ✓

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Vision and Values

Vauvert's Vision

A thriving, forward-thinking school with high aspirations for all. A happy school built upon care and kindness with the child at the centre; where everyone is valued, included and respected. A place where staff and children are challenged and supported to be the best that they can be.

Vauvert's Aims

As a school that has adopted the UNCRC - Rights Respecting Schools Award; the rights of the child are at the heart of everything that we do. As such, at Vauvert Primary School we aim to:

- Keep children at the heart of all that we do. *(Article 3)*
- Create a school community where all children, all staff and all parents feel that they are welcome and that they belong; where they feel safe and cared for, and where they are included, no matter what their circumstance or need.
- Foster a love of learning and an understanding of the need for a positive, growth mindset; where children are motivated, resilient, and inspired, and where their creativity and imagination are able to shine.
- Provide a high-quality education through a rich and exciting curriculum, where every child can develop fully as an individual and achieve their personal best, ensuring that when they leave our school they are equipped with the skills and knowledge required to successfully access the next stage in their education. *(Article 6)*
- Equip children with the attitudes and attributes necessary to be effective members of society, understanding that we all matter, and that we should treat people with kindness and respect. *(Article 2)*
- Provide opportunities for all children to feel part of, and be able to contribute to school life; as well as to the local, and global communities through the teaching of rights and responsibilities and through hearing the children's voice in all aspects of the life of the school. *(Article 12)*

Vauvert Primary School

Learning together for a better tomorrow

Statement of Intent

At Vauvert Primary School, we are committed to providing a warm, caring and nurturing environment for all our children, where they can learn and play in a relaxed, safe and secure setting (UNCRC - Article 19); an environment where the children are given the right to have a meaningful voice, one which is treated with respect and dignity (UNCRC - Article 12). As a school, we are also committed to creating a civil environment for all employees, volunteers and patrons, free from harassment, intimidation and bullying. We, as a school, acknowledge that bullying does happen from time to time – it would be unrealistic to claim that it does not. When bullying does occur, it is the expectation that everyone - children and adults - should be able to tell an adult and feel reassured that any incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying policy.

Aims

The aim of this policy is to try and prevent behaviour deemed as bullying and to give guidance should bullying type behaviour occur. The implementation of this policy will help develop and sustain an ethos where bullying is regarded as unacceptable and detrimental towards the creation of a safe and secure environment for everyone to learn and work in. All members of the school community have a responsibility to recognise bullying when it occurs and to take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet a legal requirement to have an anti-bullying policy in place;
- Developing a whole school culture with the UNCRC Rights of the Child at the centre;
- All teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is;
- All teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported;
- All pupils, parents/carers, staff will know what the school policy is on bullying and what they can do if bullying occurs;
- Pupils, parents/carers, staff will be assured that they will be supported when bullying is reported;
- Whole school initiatives (staff training, assemblies, etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time, online safety lessons, etc) will be used throughout the school to reduce the opportunities for bullying to occur;
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What is bullying?

Bullying takes place where there is an imbalance of power of one person or persons over another. This might be by:

- The physical size of the individual;
- The strength of the individual;
- The numbers or group size involved;
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

It can also be described as any deliberate, hurtful, upsetting, frightening, or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is often difficult for the victims to defend themselves (**Remember STOP – It happens Several Times on Purpose**). There are many factors in which a person may be subjected to bullying and this could be due to their: ethnic group, religion, culture, appearance, home circumstance, gender, gender identity or sexual orientation, physical or mental abilities.

On a point of note: All studies found that people with disabilities were two to three times more likely to be victims of bullying than their non-disabled peers. This also applies to vulnerable learners from all vulnerable groups.

Bullying can be...

Manipulative	When a person is actually being coerced; pressured or controlled by another.
Conditional Friendship	When a person thinks that someone is being their friend, but the times of “friendship” are alternated with times of withdrawal of friendliness.
Exploitative	When the features of the individual are used to bully them either by others or via technology, social media networks, verbal comments, passing notes etc.
Verbal	Name calling, sarcasm, spreading rumours, threats and making fun of someone.
Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on, the issue of sexuality
Direct or indirect	Verbal name-calling, sarcasm, spreading rumours, teasing
Online/Cyber bullying	All areas of internet, such as email, internet chat, Twitter, Facebook, WhatsApp, Instagram, Snapchat, TikTok. Mobile threats by messaging and calls, misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles...

Where and when can bullying happen?

Bullying/harassment can take place anywhere... in the classroom, the corridor, playground, toilets, on the journey to and from school, on residential trips and in cyberspace. It can take place in group activities and between families in the local community. We, at Vauvert Primary school, are concerned with our pupils’ conduct and welfare outside school and we will do what we can to address any bullying issue that occurs away from the school premises.

What Bullying is not

It is equally important to understand that bullying does not constitute the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things without thinking and when these problems arise, it is not classed as bullying. We believe that it is an important part of children's development to learn how to deal with friendship breakdowns, and that we all have to learn how to deal with these situations and develop social skills to repair them.

Online/Cyber Bullying

Please note that this links to our whole school policy on E-Safety. However, as a school we will remind children of the following four golden rules to staying safe online and hopefully this will help to minimise any online/cyber bullying issues.

- Teach pupils to never reveal personal information online.
- Ensure pupils understand that everything is visible for the world to "see."
- Help everyone understand why it is important not to reveal details others should not "see."
- Teach pupils not to respond to improper photos and messages but to report it to an adult.

Inclusion

Vauvert Primary school is an inclusive school where we provide a secure, accepting, safe and stimulating environment and where everyone is valued for who they are. The policies, systems and practices at Vauvert Primary School set out to promote community cohesion and to provide a high-quality educational experience for all children. Therefore, we do not tolerate any form of racism, bullying or harassment. Staff aim to maximise the potential of all our pupils through:

- Setting suitable learning challenges;
- Responding to children's diverse needs;
- Overcoming potential barriers to learning.

We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all our children and adults regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

What can people do if they are being bullied?

Whoever you are, wherever you are, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Possible strategies to consider:

- Try not to let the bully know that he/she is making you feel upset;
- Try to ignore them;

- Be assertive – stand up to them, look them directly in the eye, tell them to stop and mean it;
- Stay in a group, bullies often pick on individuals;
- Get away as quickly as you can;
- Tell someone you can trust – it can be a teacher, a learning support assistant, a lunchtime supervisor, a parent, a friend, a brother, a sister or a relative;
- If you are scared, ask a friend to go with you when you tell someone;
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry Box';
- When you tell someone about the bullying, give them as many facts as you can (What? Who? Where? When? Why? How?);
- Keep a diary of what's been happening and refer to it when you tell someone. Keep on speaking out until someone listens and helps you;
- Never be afraid to do something about it and quickly;
- Don't suffer in silence;
- Don't blame yourself for what is happening;
- Call a helpline or visit a website for advice (see the bottom of this policy).

What can you do if you see someone else being bullied? (The role of the bystander)

Ignoring bullying is cowardly and unfair to the victim. Staying silent means that the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Possible strategies are:

- Don't smile or laugh at the situation;
- Don't join in / be made to join in;
- If safe to do so, encourage the bully to stop bullying;
- If you can, let the bully know you do not like his or her behaviour;
- Seek/Shout for help;
- Let the victim(s) know that you are going to get help;
- Tell a member of staff as soon as you can;
- Try and include the person being bullied into your friendship group/game;
- Encourage the person to talk to someone and get help;
- Ask someone you trust about what to do;
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box;
- Call a helpline or visit a website for advice (see the bottom of this policy).

Signs and symptoms that may indicate someone is being bullied

A person 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, please note this is not an exhaustive list:

- is frightened of walking to or from school, (maybe wants to be taken in the car);
- changes their usual routine or starts becoming withdrawn anxious, or lacking in confidence;
- is unwilling to go to school (school phobic) and/or truants;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares or 'feels ill in the morning';
- begins to do make less effort with schoolwork than previously;

- comes home with clothes torn or books damaged or has possessions which are damaged or "go missing";
- asks for money or starts stealing money or has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home hungry (money / lunch has been stolen) or stops eating;
- becomes aggressive, disruptive, short tempered or unreasonable;
- is bullying other children or siblings or changes in attitude towards people at home;
- is frightened to say what's wrong;
- is afraid to use the internet or mobile phone;
- is nervous and jumpy when a cyber message is received;
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and all areas will be explored with all parties involved.

Responsibilities of EVERYONE at Vauvert

- BE AWARE that people often feel that adult intervention is inconsistent and unhelpful. This may lead to a feeling of fear that reporting a problem will only bring more harassment from bullies.
- BE OBSERVANT of changes in behaviour, appearance and mood. If a person is reluctant to attend school, investigate why and consider a negative social experience as a potential cause.
- BE HONEST People can be reluctant to speak up for fear of retaliation or because they don't want to "tell tales." Whether it's an adult or the pupil who initiates the conversation, speak openly and honestly (Use Restorative Script). Keep the conversation at a level all can understand. Remember that every person is different, what may not bother one person, might be extremely detrimental to another.
- LISTEN Take their story seriously. Let them know that it's not their fault and that appropriate action can be taken. Be patient, empathetic and genuine. Do not make value judgements or promises.
- BULLYING/HARASSMENT MUST NEVER BE IGNORED. Act mindfully, collect information without prejudice. People are easily emotionally wounded and may not have the skills to cope
- KEEP DETAILED RECORDS OF INCIDENTS. Use agreed recording sheets (Appendix 2). These are stored in clearly labelled folders in the school office. Continue to assess and monitor.
- RESPECT others dignity by sharing information via the approved procedures
- DO NOT become involved in any kind of bullying or personally targeted gossip even at the risk of incurring temporary unpopularity.
- TAKE ACTION to protect anyone who is being bullied, unless it is physically unsafe to do so.
- REPORT to a senior member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Procedures for reporting and responding to incidents of bullying

All staff will respond calmly, impartially and consistently to allegations and incidents of bullying at Vauvert. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved

will have the opportunity to be heard. Staff will protect and support all pupils involved whilst allegations/incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents

1. Initially, will listen and speak to all children involved about the incident separately. Appropriate action will be taken quickly to end the bullying behaviour.
2. Appropriate advice will be given to help the victim.
3. Staff will reinforce to the bully/ies that their behaviour is unacceptable, and they will be given a warning.
4. The bully/ies will be asked to genuinely apologise for what they have done.
5. Work will be done with the bully/ies (for example with the class teacher/learning support assistant or in circle times) to help him/her/them understand and change his/her/their behaviour including investigating the underlying reasons as to why they are bullying.

IF BULLYING IS BELIEVED TO BE HAPPENING - Refer to the Headteacher/ Deputy Headteacher who will...

1. Speak to all those who are involved in the situation.
2. Re - identify the problem and suggest possible routes to move forward, adopting a suitable approach from those suggested in Appendix 1.
3. In serious cases e.g. when threatening behaviour is involved, parents will be informed and invited into the school to discuss the problem. This meeting will be with the Head teacher / Deputy Head teacher present.
4. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Appropriate records will be kept of all incidents and record all cases of bullying on a Bullying/Incident Report Sheet (Appendix 2). All reports will be kept in a file in the Headteacher's office. An electronic Bullying Caseload file will be kept as part of Child Protection.

NOTE: If necessary and appropriate, the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead in school, MASH or the Police will be consulted.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

The role of the Headteacher:

- It is the responsibility of the Headteacher to ensure the implementation of 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 ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.

- The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, to make bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- The Headteacher works collaboratively with all the staff within the school especially the Deputy Headteacher, Inclusion Lead, and Phase Leaders.

The role of the teachers/ Learning Support Assistants:

- **Take it seriously:** Staff should take all forms of bullying seriously and intervene to prevent incidents from taking place.
- **Manage following Behaviour Curriculum:** If teachers witness a possible act of bullying, this should be managed as per the school's Behaviour Curriculum and logged according to the policy.
- **Refer to the headteacher/ Deputy Headteacher:** If bullying is suspected, all incidents will be referred to the Headteacher/ Deputy Headteacher.
- **Plan:** A strategy/plan will be put in place to manage the situation and, as a class teacher, is expected that this is followed with high fidelity. Part of this will be to spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.
- **Attend Training:** Teachers and non-teaching staff to routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

The role of the pupil(s):

Pupils play a **crucial role** in anti-bullying efforts within schools and communities. Their involvement not only helps prevent bullying but also fosters a more inclusive and respectful environment:

- **"Telling" a Trusted Adult:** Reporting the incident immediately to a teacher, learning support assistant, or other trusted adult is often the most important step;
- **Supporting the Victim:** Showing kindness, comfort, and inclusion to the child being bullied (e.g., inviting them to play, sitting with them). This simple act of social support helps the target feel less alone;
- **Be inclusive:** Invite others to join in games, conversations, or group work;
- **Refusing to Participate:** Pupils act as an **"Outsider"** by simply walking away and not giving the bully an audience. They refuse to be an **Assistant** (joining in) or a **Reinforcer** (laughing or cheering).
- **Defending/Upstanding:** This is the most effective pupil role in stopping bullying. Pupils are taught to take positive, safe action;
- **Challenging the Bully Safely:** In non-physical, low-risk situations, pupils may be taught to use phrases like "Stop!" or "That's not fair" in a calm, clear voice, or to distract the bully. They are generally advised to **walk away** with the target if speaking up feels too hard or unsafe;
- **Awareness:** Learn about bullying and understand what bullying is, its forms (physical, verbal, cyber, etc.), and its impact;
- **Celebrate diversity:** Encourage acceptance of different backgrounds, abilities, and identities;

Issues/ Bullying can be reported through our website using the 'whisper' function. This sends a message to the Headteacher. www.vauvert.sch.gg/Children/whisper 13th October – This feature is currently not working and we are awaiting a fix.

Advice to Parents

As the parent of a child whom you suspect is being bullied:

Phase 1: Listen and Comfort (The Immediate Response): Your first priority is to be a safe haven for your child.

1. Stay Calm and Validating

- **Manage Your Reaction:** It is natural to feel angry or anxious, but try to remain as calm as possible. Seeing you very upset might make your child reluctant to share more, as they may feel they caused your distress.
- **Listen Actively:** Give your child your full, undivided attention. Use an open posture and gentle tone. Avoid interrupting or immediately jumping to problem-solving.
- **Validate Their Feelings:** Use phrases that show you believe and empathize with them:
 - "Thank you for being so brave and telling me."
 - "It is absolutely NOT your fault, and you do not deserve to be treated this way."
 - "I'm so sorry that happened to you. It's completely understandable that you feel hurt/scared/angry."
- **Reassure Them:** Clearly state that you will work with them to make it stop and that they are not alone.

2. Focus on Emotional Support

- **Avoid Unhelpful Advice:** Do not tell them to "just fight back" or "stand up for yourself" if they are clearly uncomfortable or unsafe doing so. This can add pressure and shame. Instead, talk about safe, assertive strategies like walking away or "telling" a trusted adult.
- **Boost Self-Esteem:** Bullying erodes confidence. Encourage them to spend time on activities they enjoy (sports, hobbies, clubs) to remind them of their strengths and help them build positive friendships outside of the school setting.

Phase 2: Gather Information: Accurate, detailed records are crucial when speaking with the school.

3. Record the Details

Work with your child to create a private "Bullying Log" or diary. The key facts needed are the "5 W's":

- **Who** was involved? (The bully/bullies, and any witnesses).
- **What** exactly was said or done? (Use your child's exact words).

- **Where** did it happen? (Playground, corridor, specific classroom, school bus, online).
- **When** did it happen? (Date, time, e.g., "Tuesday at morning break").
- **Why** might the bully have targeted them? (Though remember, there is no *valid* reason for the bullying).
- **Impact:** How did it make your child feel?

4. Review School Policies

Find the school's **Anti-Bullying Policy** and **Behaviour Policy** (on website). Understanding the school's stated procedures will help you ensure they follow the correct steps.

Phase 3: Take Action with the School: Do not try to resolve the issue with the other child's parents directly, as this can often escalate the situation. Work with the school.

5. Contact the School

- **Start with the Right Person:** Begin by contacting your child's **Class Teacher** or **Phase Leader** who knows your child best. If the issue is serious or unresolved, escalate to the **Deputy Headteacher/Headteacher**
- **Request a Formal Meeting:** Communicate the initial problem clearly via email or a written note, requesting a meeting to discuss the incidents. Share the information from your Bullying Log.
- **Maintain a Professional Tone:** The goal is to work *with* the school to resolve the issue.

6. Attend the Meeting(s)

- **Bring Your Notes:** Take your Bullying Log, and ask for a copy of the school's Anti-Bullying Policy.
- **Agree on an Action Plan:** Ask the school what specific steps they will take to ensure your child's safety, such as:
 - Increased supervision in "hot-spot" areas.
 - Assigning a trusted adult your child can report to immediately.
 - What disciplinary actions will be taken (though the school may not be able to share specific consequences for the other child due to privacy).
 - A timeline for follow-up.
- **Agree on a Follow-Up Date:** Set a date to meet or call again (e.g., in one week) to review the situation and see if the bullying has stopped.

7. Monitor and Escalate

- **Keep Monitoring:** Continue to check in with your child daily and update your Bullying Log.
- **Follow Up in Writing:** After any meeting or phone call, send a brief email summarizing what was discussed and the actions agreed upon. This creates a clear paper trail.

Your consistent support and partnership with the school are the most powerful forces for protecting your child.

For further information and helpful organisations can be found here

Name	Website	Contact Number
Act Against Bullying	https://actagainstublying.org/	0845 230 2560
Anti-Bullying Alliance (ABA)	www.anti-bullyingalliance.org.uk	0207 843 1901
Childline	www.childline.org.uk	0800 1111
KIDSCAPE Parents Helpline	www.kidscape.org.uk	08451 205 204
NSPCC	www.nspcc.org.uk	0207 825 2500
Parentline Plus	www.parentlineplus.org.uk	0808 800 2222
The Children’s Legal Centre	www.childrenslegalcentre.com	0800 783 2187
Youth Commission	https://www.youthcommission.gg/	01481 226099
Guernsey Mind	https://www.guernseymind.org.gg/	01481 722959

Links to other policies

This policy should be understood, used, and applied alongside the following policies:

- Safeguarding and Child Protection Policy
- Complaints Policy
- E Safety and acceptable use guidance
- Staff Handbook
- Whistleblowing Policy (Staff)
- ALN, Inclusion and Equality Policy
- Personal Social Health and Economic (PSHE) Policy
- Relationships and Sex Education (RSE) Policy
- Mental Health and Well-Being Policy

Appendix 1 - Possible approaches to be followed by a senior leader

This information is taken from: <https://www.familylives.org.uk/advice/bullying>

The no-blame or support group method:

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.

Removing blame from the process allows those who have been accused to become involved and be part of the 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. 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 pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometimes kept of the way this method is carried out, but not always.

This strategy has often proved unpopular with parents, some of whom have expressed concern to us about a lack of action from the school and a lack of punishment for the bullies. These concerns should be considered in advance if using this method.

Restorative/Mediation between the bully and victim:

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. This seems to be more effective when pupils who are friends fall out but could be less effective at resolving full scale bullying.

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. When using this method, schools should seriously consider the skills of the mediator and the capacity of staff to carry out follow-up work and ensure positive behaviour continues after the sessions end.

Circle time:

Many primary schools use Circle Time. Pupils sit in a circle and play games or do fun activities for a short time. Then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way. This includes listening to the person making the points without making remarks or laughing. Some schools may use a toy or emblem, representing the opportunity to talk uninterrupted for the person who is holding it.

With this method, there is a risk that children might feel humiliated and distressed talking about difficult feelings in front of their class. Lots of care will need to be taken with this method to ensure children feel safe and well supported when talking about sensitive issues.

Support from the PSHE Subject Leader/ a member of the Senior Leadership Team or through the use of specific PSHE Planning may be appropriate here.

Peer support programmes:

These strategies are more popular than others, particularly among schools which favour a "whole school approach" and particularly among those pupils chosen as peer counsellors who enjoy the responsibility. The idea is that everyone in school knows that bullying is unacceptable, children moving up from primary school are reassured that the secondary school is a safe place to be from day one.

In brief, older pupils undergo intensive training over a number of months into the effects of bullying, and how to care for younger pupils who are unhappy because of it. These volunteers are then identified by badges or ribbons and pupils know they have someone of their own age who will take their concerns seriously. Strong teacher involvement is highly recommended.

Recognising that some children may not have friends, some schools set aside a quiet room where pupils can go to do their homework, play board games or just chat with others. Boxes can be placed around school so that children who are upset and don't want to approach a volunteer directly, can still use the service by sending a note. Some schools also use email or text messaging instead of a box alert system.

With the right training for peer counsellors, this can be a very effective method. We sometimes hear from young people asking for advice on dealing with bullying related issues which should be covered in their training. Peer counsellors should be given regular staff support and very clear guidelines on what sort of interventions they can carry out and when their concerns should be passed to a teacher.

'Telling' schools:

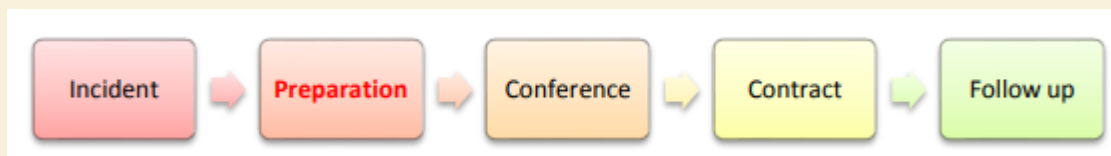
This means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it. This is a good idea as bystanders are often a key to resolving bullying. This policy needs to be published regularly so that pupils are not made to feel they are telling tales.

Restorative justice:

Restorative Justice has been used in criminal cases to help offenders understand the effect they've had on the victims of crimes such as burglary and assault. A similar process can be used to manage bullying within schools.

It allows a conference to take place: if those involved in the conflict wish to take part;
The wrong-doer(s) accepts responsibility for their actions.

Conferences are very effective for both pupil-pupil and teacher–pupil conflict and may include parents, police and/or teachers - in fact anyone who is able to contribute to finding a solution to the problem. It follows this format.



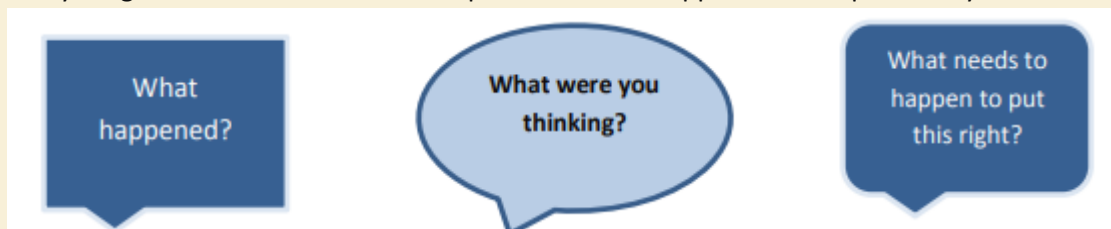
By using restorative conferencing participants will:-

Develop - truth telling skills, responsibility, accountability, empathy;

Learn about - the impact of their actions on others, real consequences;

Be able to - make amends, show remorse, change behaviour.

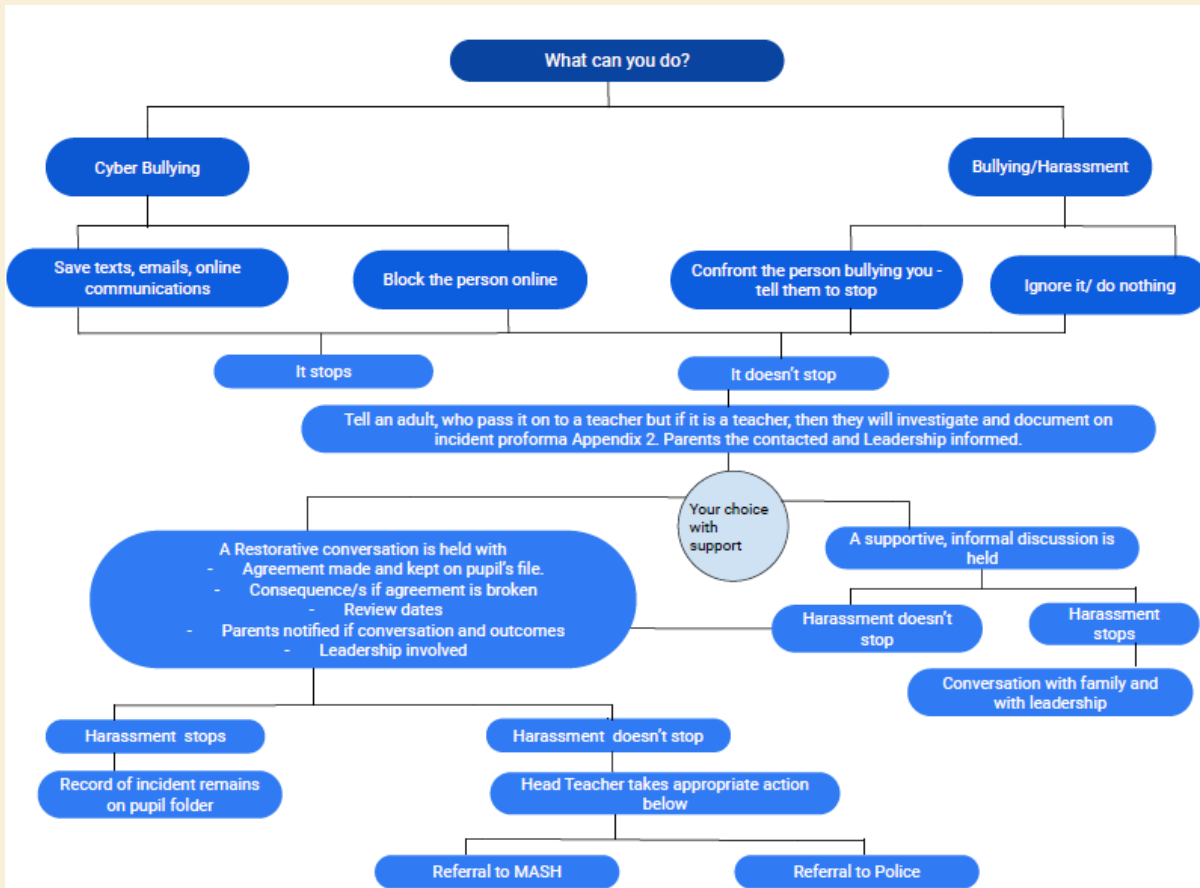
By also using Restorative Scripts which are designed to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. Some questions your child may get asked.



Appendix 2 - Bullying/Incident Report Form

Date of Incident:		Time of Incident:	
Location of Incident:			
Names of people involved:			
Details of the Incident: <i>If needed, additional details to be recorded on a separate piece of paper and attached.</i>			
Name of Person Reporting the Incident:			
Received By:		Date Received:	
Action Taken upon receiving this report: (Please tick)	<ul style="list-style-type: none"> • Children concerned interviewed • Class teacher/Phase leader informed • Head Teacher/Deputy Head Teacher informed • Parent/Carer informed verbally • Letter or message to parent/carers via Class Dojo • Meeting with parent/carers arranged • Other..... <p>If you are concerned that this has escalated to 'peer on peer abuse safeguarding' please inform the DSL/DDSL immediately.</p>		

Appendix 3 - Anti-Bullying Flow Chart



Appendix 4 - Anti-Bullying Posters

Please see folder

STAND UP SPEAK UP

"WORKING TOGETHER, BULLYING WON'T HAPPEN"



Stand up for those being targeted. Speak out against bullying when you see it. Offer kindness, support, and a listening ear

BE THE VOICE FOR THOSE WHO NEED IT MOST