



# The Craylands School Anti-Bullying Policy

Nominated Member of Leadership Staff Responsible for  
the policy:

Mr Kris Hiscock, Headteacher

Designated Safeguarding Lead (s):

Mrs Kylie Cox, Parent and pupil support team lead

Named Governor with lead responsibility:

Linda Cowey

Date written: February 2019

Date agreed and ratified by Governing  
Body/Trust/Committee: February 2019

Date of next review: February 2020

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures**

# The Craylands School Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2018 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

## Policy objectives:

- This policy outlines what The Craylands School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- The Craylands School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## 2) Links with other school policies and practices

- This policy links with several school policies, practices and action plans including:
  - Behaviour and discipline policy
  - Complaints policy
  - Child protection policy
  - Confidentiality policy
  - Online safety and Acceptable Use Policies (AUP)
  - Curriculum policies, such as: PSHE, citizenship and computing
  - Mobile phone and social media policies
  - Searching, screening and confiscation policy

## 3) Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - The Education and Inspection Act 2006, 2011
  - The Equality Act 2010
  - The Children Act 1989
  - Protection from Harassment Act 1997
  - The Malicious Communications Act 1988
  - Public Order Act 1986

#### 4) Responsibilities

- It is the responsibility of:
  - The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

#### 5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- In response from parents and carers of the Craylands School and the pupils, collated through a questionnaire based on bullying in the school, bullying can include:
  - physical or psychological abuse
  - verbal abuse
  - invading personal space
  - name calling, taunting, mocking
  - making offensive comments
  - kicking; hitting
  - taking belongings
  - producing offensive graffiti
  - gossiping
  - excluding people from groups and spreading hurtful and untruthful rumours

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

## **6) Forms and types of bullying covered by this policy**

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying
  - Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## **7) Degree of bullying**

In order to clarify whether a child's actions can be deemed as bullying, the Craylands School uses the 'rude, mean, bullying' guide suggested through Project Salus.

**Rude:** When someone does or says something unintentionally hurtful once (this can include a knee jerk reaction in a game e.g. a rough tackle in football)

**Mean:** When someone does or says something intentionally hurtful once.

**Bullying:** When someone says or does something intentionally hurtful repeatedly and they keep doing it even when they have been asked to stop or can see that it is causing upset – either the victim or a witness can determine whether the actions are causing upset.

Appendix A outlines the types of actions associated with each level of unkindness and the sanctions/actions, related with the behaviour and discipline policy, used to counter act them.

## **8) Preventing, identifying and responding to bullying**

### **Early Signs of Distress in a child**

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- Late arrivals
- Bed-wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

Prevention is better than cure so at The Craylands Primary School we will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience through PSHE lessons, circle time, group work opportunities and assemblies including growth mindset assemblies.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and

pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people for example the chairs in the main entrance, the table in the office area, quiet club of a lunch time (based in KS2 classrooms).
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly.

### **9) Responding to bullying**

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
  - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
  - The DSL will be informed of all bullying issues where there are safeguarding concerns.
  - The school will speak with and inform other staff members, where appropriate.
  - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
  - Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
  - If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
  - Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing

support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Cyberbullying**

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
  - Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
  - Inform the police if a criminal offence has been committed.
  - Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply;
    - providing advice on blocking or removing people from contact lists;
    - helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting pupils**

- *Pupils who have been bullied will be supported by:*

- Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- *Pupils who have perpetrated bullying will be helped by:*
    - Discussing what happened, establishing the concern and the need to change.
    - Informing parents/carers to help change the attitude and behaviour of the child.
    - Providing appropriate education and support regarding their behaviour or actions.
    - If online, requesting that content be removed and reporting accounts/content to service provider.
    - Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and internal, fixed-term or permanent exclusions.
    - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

### **Supporting adults**

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults who have been bullied or affected will be supported by:*
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
    - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
    - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
    - If online, requesting that content be removed.
    - Instigating disciplinary, civil or legal action as appropriate or required.

### **10) The role of the headteacher**

- The Headteacher ensures the whole school is working towards the vision statement of 'happy together, safe together, learning together'.
- It is the responsibility of the Headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy as part of the Headteacher's report.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact regularly throughout the school year as part of assemblies.
- The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important both in and out of school and belong to a friendly and welcoming environment (both at in and out of school), bullying is far less likely to be part of their behaviour.

### **11) The role of staff**

- All the staff at Craylands take all forms of bullying seriously, and seek to prevent it from taking place, dealing with any issues at the earliest opportunity.
- Demonstrate the importance of the school vision statement.
- In line with the behaviour and discipline policy, staff record all warning cards and consequence cards issued to enable them to track and monitor behaviour associated with bullying. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a member of SLT, Headteacher or Parent, Pupil Support team. If bullying is occurring, both the victim and perpetrator will be spoken to separately and together; parents will also be spoken to. Teachers and support staff do all they can to support the child who is being bullied, including informing parents and carers as appropriate.
- Any reports of bullying should be recorded on the appropriate forms (see appendix C)
- The Headteacher keeps on file all recorded incidents of bullying completing relevant forms (see appendix C).
- When any bullying takes place between members of a class, the teacher, with support from the parent and pupil support team or members of SLT, will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. The staff member will work alongside a member of SLT, the Headteacher, parent and pupil support team or the special needs coordinator to invite the child's parents into the school to discuss the situation. This meeting is followed up by a written letter. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.
- As part of staff induction, members of staff have access to training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE lessons and Circle Time are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. They educate on the impact of bullying others.

- Staff will support victims of bullying, building their self-esteem and confidence through role play activities, counselling, happy charts and/or confidence building sessions amongst other methods. Staff will meet to review the situation with the victim's parents.

### **Role of staff on duty**

- Ensure pupils are supervised at playtimes and lunchtimes
- Patrol secluded areas
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate allegations of bullying and/or refer to class teacher or member of SLT or parent and pupil support team.
- Encourage children to use the play equipment and quiet areas around the school

### **12) Role of pupils**

- Pupils are encouraged to follow the school ethos and demonstrate respect to each other and adults within the school.
- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They may use the anti-bully box if they want to inform staff that they are being bullied by someone at home also – this will then be dealt with by the designated safeguarding lead.
- To use the anti-bullying box, located in the main entrance, if they do not feel able to tell an adult face to face.
- To use the anti-bullying box, located in the main entrance, if they think one of their peers is being bullied.
- Opportunities are provided for pupils to tell us their views about a range of school issues, including bullying, through school council and in circle time.
- The school supports the national annual anti bullying week.
- Understand that if they are bullying others, there will be consequences and they will work with the school which will provide support to enable them to stop bullying.

### **13) Role of parents/carers:**

- Act as role models by reporting any incidences of bullying that they are aware of to a member of school staff e.g. class teacher, parent and pupil support team, head teacher.

- Act as role models in the way that they speak and treat other parents, other pupils and staff.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of SLT or parent pupil support team and then the Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the complaints policy on the school website.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Encourage their child to demonstrate respect to others at all times.
- Encourage their child to take responsibility for their actions if they are the bully, supporting the school in any sanctions that are given and accepting support that is offered to their child.
- The school will make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Parents to attend workshops offered on bullying including e-safety sessions on cyberbullying.
- Access information from organisations to support in incidences of bullying (see appendix B)

#### **14) Role of governors**

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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 will review the policy and make necessary changes.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the complaints procedure, requesting governor support in the matter. The governing body responds within ten working days to any written request from a parent to investigate incidents of bullying. In all cases the governing body notifies the

Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body, following the complaints procedure.

#### 10) Monitoring & review, policy into practice

This policy was approved by the Governing Body:

This policy will be monitored and reviewed annually.

Next review due: January 2019

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## Appendix A

**Rude**— When someone does or says something unintentionally hurtful once - these would result in at least a warning card and possibly a consequence card, missing the next break time (parents informed by the slip sent home).

- A child calls another child a name in the heat of the moment.
- A child uses inappropriate language towards another child in the heat of the moment.
- Evidence of friends falling out with one another.
- Injuries resulting from a game
- Disagreements in games e.g. Four Square, Football

**Mean**— When someone does or says something intentionally hurtful once - these would result in a child receiving a consequence card, missing the next break time and a conversation with parents. The victim and the perpetrator will be spoken to separately but also together to ensure an understanding of the impact this has caused.

- A child is deliberately unkind to another for no reason on a single occasion e.g. name calling, mocking, taunting, spreading rumours.
- A child deliberately uses inappropriate language towards another on a single occasion.
- A child deliberately hurts another child physically on a single occasion.
- A child intimidates another child e.g. follows them around, uses threats of violence towards them.
- Hurtful or untrue rumours being circulated on a single occasion.

**Bullying**— When someone says or does something intentionally hurtful repeatedly and they keep doing it even when they have been asked to stop or can see that it is causing upset - depending on the severity, this will result in at least a consequence card, a formal meeting with parents, followed by a written letter, the bully being placed on report, possible reduced lunch or break times, possible internal or external exclusions depending on the severity – the sanctions are at the head teacher’s discretion. The victim and the perpetrator will be spoken to separately but also together to ensure an understanding of the impact this has caused.

- A child is deliberately unkind to another for no reason repeatedly.
- A child deliberately uses inappropriate language towards another repeatedly.
- A child deliberately hurts another child physically repeatedly.
- A child intimidates another child e.g. follows them around, uses threats of violence towards them repeatedly
- Intimidation outside of school e.g following them around the park and the streets
- Hurtful or untrue rumours being circulated repeatedly.
- The sending of unkind messages online—this only has to happen once to be considered as cyber bullying, as it has been pre-meditated.
- Racial, homophobic, transgender or comments related to a disability—this only has to happen once as it is pre-meditated.

**ANY CHILD WITH ROLES AND RESPONSIBILITIES WILL HAVE THEM REMOVED PERMANENTLY.**

**IN ALL CASES, THE BULLIED AND THE BULLY WILL BE PROVIDED WITH APPROPRIATE SUPPORT.**

## Appendix B

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)



Yes (attach statements)

No

Is there sufficient evidence to consider this event as:

Rude

Mean

Bullying

Follow up action checklist for the child who has claimed they have been bullied:

Has the victim had a chance to explain what happened?	
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	
Has the victim been give support to make sure they feel safe and gain confidence?	
Has a date been set to review the situation to make sure it has been sorted out?	
Has the school put things in place to try to stop it happening again?	
Has the victim's parents/carers been involved?	
Will the victim be offered extra support if they need it?	
Has the victim been informed of the outcomes and the actions taken?	
If no bullying has taken place or there is insufficient evidence, are there clear actions to re-assure and meet the needs of those concerned?	

Follow up action checklist for the child accused of being a bully:

Has the pupil had a chance to explain the reasons for bullying?	
Has the pupil been told what they are doing is wrong and that they will be given a punishment?	
Has the pupil been given an appropriate sanction?	
Has the pupil listened to how the victim feels?	
Has the pupil been given time to reflect?	
Has the pupil said sorry?	
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	
Has the pupil been placed in report and identified someone they trust to talk about how they are feeling?	
Have parents/carers been involved and a letter sent?	

Staff member sign:

Date:

Name:

Review Date 1:

Resolved:

Further intervention needed:

Unresolved :

Further monitoring needed:

Review Date 2:

Resolved:

Further intervention needed:

Unresolved :

Further monitoring needed: