

The Craylands School Anti-Bullying Policy



Nominated Member of Leadership Staff Responsible for the policy: Kylie Cox

Designated Safeguarding Lead (s): Kylie Cox

Named Governor with lead responsibility: Linda Cowey

Date written: June 2023

Date agreed and ratified by Governing Body: 2nd October 2023

Date of next review: October 2024

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](#)” 2019 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](#)” and the DfE research into anti-bullying practices:

www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

1) 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 group, repeated over time that intentionally hurts another individual either physically or emotionally**” (DfE “*Preventing and Tackling Bullying*” July 2017).
- Bullying behaviour can be:
 - ☹ **Physical** e.g. pushing, poking, kicking, hitting, tripping, biting, pinching, invading personal space, damaging property etc.
 - ☹ **Verbal** e.g. name calling, taunting, mocking, spreading hurtful or untruthful rumours, threatening to cause harm, belittling etc.
 - ☹ **Emotional** e.g. isolating or excluding others, producing offensive graffiti, tormenting, taking or hiding belongings, gossiping, threatening gestures, ridicule, humiliation, intimidation, manipulation, coercion etc.
 - ☹ **Sexual** e.g. unwanted physical contact, inappropriate touching, abusive comments etc.
 - ☹ **Indirect** and can include the exploitation of individuals.
- 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 **child-on-child abuse**. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6) Behaviour often associated with bullying

- **Baiting**

To ‘bait’ someone is to intentionally make a person angry by saying or doing things to annoy them. Baiting is a proactive act used to solicit an angry, aggressive or emotional response from another individual. It can be used in bullying both on and offline.

- **Banter**

The dictionary describes banter as: ‘the playful and friendly exchange of teasing remarks.’ Bullying is often justified as being just banter. It may start as banter,

but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

Friendly Banter- There's no intention to hurt and everyone knows its limits.

Ignorant Banter- Crosses the line with no intention to hurt, will often say sorry.

Malicious Banter- Done to humiliate a person, often in public.

- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

7) 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)

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

7) Degrees of Unkindness

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 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 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 they are causing upset – either the victim or a witness can determine whether the actions are causing upset.

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

8) School Ethos

- The Craylands School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- **Our Community:**
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Requires all members of the community to work with the school to uphold the anti-bullying policy.
 - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
 - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
 - Seeks to learn from good anti-bullying practice elsewhere.
 - Utilises support from the Local Authority and other relevant organisations when appropriate.

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 the senior leadership team 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 to 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 Children Social Work Service, 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 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, Children Social Work Service, 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) Preventing bullying

Environment

- The whole school community 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.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
 - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train **all** staff (teaching and non-teaching) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

11) Involvement of pupils

- *We will:*
 - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
 - Regularly canvas children and young people's views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise pupil voice in providing pupil led education and support
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12) Involvement and liaison with parents and carers

- *We will:*
 - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13) Monitoring and review: putting policy into practice

- 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.
- The headteacher will be informed of bullying concerns, as appropriate.

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14) Useful links and supporting organisations

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

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) 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
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
 - A Guide for Schools:
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
- 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
- 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

'Preventing and Tackling Bullying' (July 2017)

www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix A

Rude— When someone does or says something unintentionally hurtful once - these would result in the child being spoken to, an apology being given and perhaps a time out being issued.

- 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 being given a sanction and the incident recorded on CPOMS; a conversation with the parent/carer will be had. 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.

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 a sanction, a meeting with parents, possibly the bully being placed on report, possible reduced lunch or break times, possible internal or external suspensions/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.

APPENDIX B

A child/parent makes a claim that they have been bullied



Listen and take the concerns seriously; ask the child who has claims they have been bullied to give you exact details e.g. what has been said, what was done, where did it happen. Start to complete anti-bullying form.



Ask them if they would be happy to speak to the perpetrator to tell them how it has made them feel.



If they are happy for this to happen, arrange for this meeting;

Ask the victim: *Can you tell the perpetrator how they have made you feel?*

Ask the perpetrator: *Have you done what the victim has said that have done? Did you know that they were being made to feel this way by you?*

Discuss a way forward with the children – encourage the perpetrator to apologise for their actions.

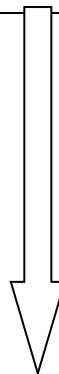


If it is clear that there has been some behavior which is more than being 'mean' hand over to a member of SLT or the PPST who will arrange a meeting with the parents of the perpetrator.

If it is unclear that bullying behavior has been exhibited and it has been more in line with 'mean' a decision may be taken to monitor the situation rather than involve parents of the perpetrator; the Headteacher or SLT may be consulted.



During this meeting, discussions must be had around the perpetrator's behaviours and how the victim has perceived this. Parents should be asked to support the school in any actions that may be taken e.g. placed in report, reduced breaks, careful monitoring.



The victim may be offered a 'happy chart' and spoken to by staff members over a fixed term; parents may also be spoken to on a set basis e.g. at the end of the week over a specified number of weeks. In either case, the victim and their parents/carers should be spoken to ensuring that they understand what actions have been taken and that they feel happier and safer as a result of these actions.

Finish the anti-bullying form and hand in to HT for record keeping/ scan an attach to a CPOMS incident.

At any point of this process, the Assistant Heads and/or Headteacher may be become involved if the parents/carers or the class teacher approaches them for support.

APPENDIX C

The Craylands School Anti-Bullying Form

Date bullying was reported	
Name and role of person completing incident sheet	
Name of target(s)	
Names of other children involved including their roles within the group <i>Ringleader, Assistant, Reinforcer, Defender, Bystander.</i>	
What happened? <i>-Type of bullying?</i> <i>-Where did it happen?</i> <i>-When did it happen?</i>	

<p>Was the bullying targeting any aspect of the child's character? e.g. <i>SEND, LAC, young carer, LGBT+, race or faith, appearance, gender/sexism?</i></p>	
<p>How was the target affected at the time?</p> <p><i>-How did the child feel?</i></p> <p><i>-What do they think should happen to make it right?</i></p> <p><i>-Are there any injuries?</i></p> <p><i>-Later effects?</i></p>	
<p>Who was spoken to and what actions were agreed?</p>	

<i>Bullying Substantiated?</i> <i>Please circle</i>	<div>Rude</div> <div>Mean</div> <div>Bullying</div>
Did you access any external support? <i>e.g. police, NHS, social services</i>	
Is this a safeguarding issue? <i>If yes, please explain</i>	
Date of review 1 <i>Please circle</i>	<div>Resolved</div> <div>Unresolved</div> <div>Further intervention needed</div> <div>Further monitoring needed</div>
Date of review 2 <i>Please circle</i>	<div>Resolved</div> <div>Unresolved</div> <div>Further intervention needed</div> <div>Further monitoring needed</div>

APPENDIX D

Checklist	Yes	No
The target has had a chance to explain what has happened.		
The target has had the opportunity to talk to the people involved in the bullying about how they feel.		
The target has been offered support to make sure they feel safety and wellbeing.		
Actions have been taken to ensure that the bullying does not reoccur; the target has been informed of these.		
The targets parents/carers have been involved in the process.		
Those involved in the bullying have had the opportunity to explain their actions.		
Those involved in the bullying have been supported through a restorative approach to repair and improve relationship(s) with the target.		
Those involved in the bullying have identified an adult in school they trust whom they can go to for support if needed.		
Sanctions have been applied in accordance with the schools behaviour and discipline policy.		
The parents/carers of those involved in the bullying have been notified.		
If no bullying has taken place or there is insufficient evidence, clear actions have been taken to reassure and meet the needs of all those concerned.		
A review date has been set to make sure the situation has been fully resolved.		
A CPOMS incident form has been completed and this form has been scanned and attached.		

APPENDIX E

