



**ELTHORNE PARK**

— HIGH SCHOOL —

## **Anti-Bullying Policy**

Adoption – September 2020

Review frequency – annual

Next review – September 2021

Status – Statutory

Committee – Curriculum

Elthorne Park High School is an inclusive community which seeks to develop the potential of every student in its care within a safe, supportive and caring environment.

Our shared school values outline how we expect all members of our school community to behave in school and the local community. We expect all members of the school community to be:

**Proud** - You are willing to celebrate your achievements and those of people around you.

**Persevering** - You won't give up and will always 'have a go'.

**Principled** - You know the difference between right and wrong. You have a strong sense of justice.

**Prepared** - You are ready and able to deal with the next stage in life.

These values set out our expectations that all students are principled in their daily actions and behave in a respectful, responsible, caring and compassionate way towards other members of the school community.

In order to achieve this goal, all members of the school community, students, staff and parents, need to have an understanding of the kinds of behaviours which constitute bullying, and an awareness of the possible effects and consequences of these behaviours.

Members of the school community have been invited to contribute to this policy, and it is hoped that, through on-going monitoring and review, issues of bullying will be effectively addressed and incidences minimised.

It is a statutory duty for all schools to have an anti-bullying policy and measures in place to prevent all forms of bullying.

#### **1. AIMS OF THE POLICY**

- To define what is meant by bullying
- To provide an atmosphere in which students feel safe and supported, where bullying is not acceptable
- To outline to students appropriate steps to take if they are a target of bullying
- To ensure that all staff are aware of procedures to follow if an incidence of bullying is reported
- To clarify sanctions and consequences that apply for perpetrators of bullying
- To outline support that will be offered to students who have become a target of bullying
- To outline preventative measures used by the school to promote a safe school environment with a strong anti-bullying culture
- To establish an ethos where bullying is not tolerated

#### **Equality Act**

In line with the government's Equality Act 2010, the school is committed to:

- Eliminating unlawful discrimination, harassment and victimisation of members of the school community
- Advancing equality of opportunity between all members of the school community
- Fostering good relations between all members of the school community

#### **Statutory and Non Statutory Guidance**

This policy follows statutory and non-statutory guidance outlined in the following government publications:

- Preventing and Tackling Bullying – Advice for Head teachers, staff and governing bodies (October 2014)
- Keeping Children Safe in Education (DfE 2016)
- Support for children and young people who are bullied (DfE March 2014)
- Cyberbullying – advice for Head teachers and school staff (DfE 2014)

- Advice for parents and carers on cyber bullying (DfE 2014)
- Behaviour and Discipline in Schools (DfE September 2014)
- Equality Act 2010
- Education Act 2011
- Section 89 Education and Inspections Act 2006
- Children Act 1989
- Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003 and the Public Order Act 1986.

## 2. SAFEGUARDING CHILDREN AND THE LAW

### Safeguarding Children

Under the Children Act 1989 and Keeping Children Safe in Education (DfE 2016), a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm.' Even where safeguarding is not considered to be an issue, the school is committed to tackling the underlying problem that has led to bullying and using external agencies to support the target of bullying and the student demonstrating bullying behaviour where required.

Peer on peer bullying (Keeping Children Safe in Education (DfE 2016))

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can lead to students self-harming and suicide.

All incidences of bullying should be reported by members of staff and investigated as per the school's Anti-bullying policy. Bullying incidents must be logged on SIMs and correctly labelled as a bullying incident.

### Criminal Law

Although bullying in itself is not a criminal offence in the UK, some types of harassing or threatening behaviour or communication could be a criminal offence.

It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false or believed to be false by the sender. (Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003 and the Public Order Act 1986)

If the school feels an offence has been committed, the police may be contacted for further guidance and action.

## 3. WHAT IS BULLYING?

*Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.*

*Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.*

*Many experts say bullying involves an imbalance of power between the perpetrator and target of bullying. This can involve students demonstrating bullying by having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance or by having access to a support group, or the capacity to isolate. It can result in the*

*intimidation of a person or persons through the threat of violence or by isolating them either physically or online.*

Preventing and Tackling Bullying – Advice for Governors and Head teachers (DfE 2014)

### **Bullying - The 5 identifying features**

Of the many definitions of bullying, most consider it to have five identifying features:

- It is deliberate, hurtful behaviour which causes the target of bullying to suffer
- It is often repeated over a period of time
- It is often difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviours
- The bully has, and exercises, power over the target of bullying

### **The main types of bullying are:**

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name-calling, insulting or offensive remarks, threats of violence, constantly putting a person down
- Emotional/psychological – exclusion from social groups, being made the subject of malicious rumours
- Racist – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence
- Sexual – sexually insulting language / gestures, name-calling, unwanted physical contact
- Homophobic – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, homophobic violence
- Electronic or Cyber-bullying – bullying by text message, bullying on the Internet whether in chat rooms, on bulletin boards, hate websites or sexting.

### **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 provides teachers with specific powers to tackle cyber bullying including; power to search for and if necessary, delete appropriate files and images on electronic devices including mobile phones.

### **4. POSSIBLE SIGNS OF BULLYING**

A student who is being bullied may be afraid to report it. Staff and parents should be aware of some of the signs:

- Changes in behaviour such as becoming introverted or nervous
- Sudden reluctance to attend school
- Deterioration in standard of work
- Lack of concentration
- Seeking the company of adults

### **5. RAISING AWARENESS AND REPORTING INCIDENTS OF BULLYING**

It is important that the whole school community has a raised awareness that any kind of bullying is not acceptable. Issues of bullying will be addressed throughout the year by the following means:

- School assemblies
- PSHCE programme
- Tutor time activities and circle time
- Drama and targeted lessons across the curriculum.
- School Council feedback
- Anti-bullying questionnaires – anti bullying alliance
- Notices / information around the school

The necessity to report all incidents of bullying and the process for reporting bullying incidents will be outlined to students through the above means.

Students are asked to report all incidents of bullying to a member of staff, their parents or ask if they can meet with a student (peer mentor) to report and discuss their bullying concern.

## 6. GUIDANCE FOR STAFF

All reported bullying incidents must be taken seriously and recorded by staff on SIMs behaviour management. The reported incident must be logged using the drop-down coding 'bullying incident.'

Students are encouraged to make known any incident of bullying to their Tutor, Pastoral Support Worker, Year Leader or any other member of the school staff. This may be done by approaching the member of staff directly, or by reporting concerns to a parent or a friend who will work with the school to support the student and help resolve the issues. Students may also ask to speak to another student (anti bullying peer mentor) to disclose or discuss the issue further.

As soon as bullying is suspected or reported the member of staff involved must act immediately to implement the following procedures:

All incidences of bullying should be reported by members of staff and investigated as per the school's Anti-bullying policy. Bullying incidents must be logged on SIMs and correctly labelled as a bullying incident. The student's PSW and Year Leader must be immediately to support the child and fully investigated the reported incident.

### Procedure for Staff Reporting and Recording Bullying Incidents

- A behaviour incident report must be logged electronically on SIMs behaviour, clearly logging the incident as 'bullying' using the drop down menu.
- The student's Pastoral Support Worker (PSW) and Year leaders must be emailed to fully investigate the incident. The member of staff must forward any initial statements or information provided by the student.
- If the reported incident involves cyber bullying, the investigating member of staff may search for and, if necessary, delete appropriate files and images on students' electronic devices including mobile phones.
- Parents of the perpetrators and target of bullying will be informed by the student's PSW or Year Leader. Following full investigation by the school, the student's Year Leader will communicate with the perpetrator's parents using either the bullying template letter (**appendix 1**) or the school's 'internal isolation' letter.
- Sanctions will be imposed, as appropriate, in line with the school's behaviour and anti-bullying policies.
- The target of bullying will be informed of action taken by the school and may be supported through mentoring, counselling or peer mentoring. In addition, the target of bullying will be asked if they would like to engage in a restorative meeting chaired by one of the pastoral team.
- Following completion of their sanction, the perpetrator of bullying will be offered appropriate support to address the underlying causes of their actions.
- Persistent or high level incidents of bullying will result in high level sanctions and may result in permanent exclusion from school.
- In addition to sanctions imposed by the school, class or tutor group changes may also be administered.

The School's Police Safety Officer (SSO) will be informed and involved when persistent or high level incidents of bullying are reported. Parents are encouraged and will be supported to report incidents of bullying directly to the police at any stage of bullying.

The school may take action in relation to off-site incidents of bullying that impact on student well-being in school. Examples include actions such as cyber bullying; the School Safety Officer will be informed and asked to support the investigation of such incidents.

## 7. SAFEGUARDING AND THE LAW – POLICE INVOLVEMENT

Where the school believes there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm,’ (Children Act 1989, Keeping Children Safe in Education 2016) by acts of bullying, the local authority and relevant external agencies including the police will be informed.

Criminal law states that although bullying itself is not a criminal offence, harassing, threatening behaviour or communications could be a criminal offence and the police would be required to act accordingly. It is an offence for a person to send an electronic communication to another person that conveys a message that may cause distress or anxiety.

In such cases where bullying has caused extreme distress and harm, the school will inform the School’s Safety Officer. Parents can report the incident directly to the police.

## 8. ACTIONS, SANCTIONS & SUPPORT IN RELATION TO BULLYING INCIDENTS

Sanctions issued for bullying incidents will depend upon the seriousness of the incident. In severe cases permanent exclusion may be considered by the Headteacher.

A student’s progression through sanction and action stages outlined in this policy is dependent on the severity and impact of the reported bullying incident. The school will take into account each student’s background including their SEND level and needs (target of bullying and perpetrator) when considering appropriate action. The school will also consider the motivation behind the perpetrator’s actions when considering disciplinary action and whether it reveals any concerns for the current and future safety of the perpetrator. Action will be taken in line with whole school behaviour policy.

The school will draw on agencies and resources outlined in appendix 2 Anti-Bullying – ‘Sources of Information to support Students, Parents and Schools.’

The table below outlines proportionate, stepped actions that are taken by the school in relation to reported cases of bullying:

Stage	Support/Action
<b>Stage 1</b> 1 <sup>st</sup> bullying incident. Tutor	<ul style="list-style-type: none"> <li>• <i>Parents of perpetrator and target of bullying informed of the incident by their Pastoral Support Worker (PSW) or Year Leader.</i></li> <li>• <i>The incident is investigated by the student’s PSW and/or Year Leader.</i></li> <li>• <i>The incident is logged on the perpetrator’s SIMs behaviour management record using the ‘bullying’ drop down. A note is also recorded on the target of bullying’s record.</i></li> <li>• <i>A restorative justice meeting is offered between the target of bullying and perpetrator to help resolve the issue and ensure that bullying does not continue. The meeting may be run by the target of bullying’s PSW, Year Leader or Subject Leader.</i></li> <li>• <i>Mentoring and further behavior support (internal or external provision) is offered to both target of bullying and perpetrator.</i></li> <li>• Sanctions are applied as per whole school behaviour policy.</li> <li>• <i>The school’s template ‘anti bullying’ letter (appendix 1) or the school’s internal isolation notification letter is used to notify the perpetrator’s parents of the out outcomes of the school’s investigation and sanction.</i></li> <li>• The perpetrator is placed on Tutor report to monitor their behaviour.</li> <li>• The target of bullying may be asked to record a ‘bullying log or diary’. The log will be forwarded to the child’s tutor or Year Leader to monitor their safety and well-being.</li> </ul>
<b>Stage 2</b> 2nd bullying incident. Pastoral Support Worker	<ul style="list-style-type: none"> <li>• <i>Actions in italics are repeated as per stage 1.</i></li> <li>• A higher level sanction is applied in line with whole school behaviour policy.</li> <li>• A meeting is organised by the Year Leader with the target of bullying and perpetrator’s parents.</li> <li>• The perpetrator is placed on Assistant Year Leader monitoring report.</li> </ul>

<b>Stage 3</b> 3 <sup>rd</sup> bullying Incident Year Leader	<ul style="list-style-type: none"> <li>• <i>Actions in italics repeated as per stage 1.</i></li> <li>• The perpetrator and target of bullying are referred for discussion at student forum meeting.</li> <li>• A higher level sanction is applied; this is likely to involve an internal isolation or fixed term exclusion.</li> <li>• A meeting is organised by the Year Leader with the target of bullying and perpetrator's parents.</li> <li>• The perpetrator is placed on Year Leader's monitoring report.</li> </ul>
<b>Stage 4</b> 4 <sup>th</sup> Bullying Incident SLT attached to Year group	<ul style="list-style-type: none"> <li>• <i>Actions as above in italics</i></li> <li>• The perpetrator and target of bullying are raised again at student forum meeting to review progress and impact of school actions.</li> <li>• A higher level sanction is applied – a progressive sanction.</li> <li>• Meeting is organised by the Senior Leadership Team (SLT) member attached to the year group with both the target of bullying and perpetrator's parents.</li> <li>• The perpetrator is placed on Senior Leadership Team monitoring report – to the SLT member attached to the year group.</li> </ul>
<b>Stage 5</b> 5 <sup>th</sup> bullying incident Headteacher	<ul style="list-style-type: none"> <li>• <i>Actions as above in italics</i></li> <li>• The perpetrator and target of bullying are again raised at student forum meeting.</li> <li>• A higher level sanction is applied.</li> <li>• A meeting is organised by the Headteacher or Deputy Head teacher with both the target of bullying and perpetrator's parents</li> <li>• A formal warning may be issued to the perpetrator at this meeting with their parents present.</li> <li>• The student may be asked to appear before a Governors' discipline panel meeting.</li> <li>• A managed move to another high school or alternative provision offer may be considered by the school.</li> <li>• The perpetrator is placed on Headteacher's monitoring report.</li> </ul>
<b>Stage 6</b> Sixth bullying incident Headteacher	<ul style="list-style-type: none"> <li>• <i>Actions as above in italics</i></li> <li>• The student may be permanently excluded from the school.</li> </ul>

School actions set out in the table above may be accelerated depending on the severity of the bullying incident and impact on the target of bullying. In such cases, appropriate actions will be determined by the Headteacher, following discussion the child's Year Leader, SENco and Deputy Headteacher responsible for Safeguarding and Child Protection.

## 9. BULLYING OUTSIDE OF SCHOOL PREMISES

The school has the power to discipline students for misbehaving beyond the school premises. This therefore applies to bullying incidents that may impact on the target of bullying's safety or well-being at school.

Such reports will be investigated and acted on, in line with whole school behaviour policy. The school's Safety officer and the police may be informed by the school and/or parents of the target of bullying.

If misbehaviour or bullying is a criminal offence or poses a serious threat to the target of bullying, the police will always be informed.

The school will only discipline the perpetrator when they are under the lawful control of the school. Action therefore can relate to any bullying incident occurring anywhere off the school premises, such as on school or public transport, in local parks, outside of local shops or in the town centre.

## 10. INTERVENTION: SUPPORT FOR STUDENTS WHO HAVE BEEN TARGETS OF BULLYING

Students who have been targets of bullying will be offered an immediate opportunity to discuss their experience with either, their Tutor, Pastoral Support Worker, Year Leader or a member of staff of their choice. In some cases students may prefer to discuss the incident with another student.

If a target of bullying feels upset or anxious during the school day a place of safety will be provided for them at break and lunchtime.

During the investigation period by the school, the target of bullying's Year leader will keep the student and their parents informed about the investigation, outcomes and next stage actions.

Where necessary additional support and mentoring will be offered by the student's Pastoral Support Worker, in some cases the school counsellor or external counselling services will be offered to further support the student.

A restorative meeting - an opportunity for the target of bullying and perpetrator to meet and discuss incident and the impact - will be offered to the target of bullying. The restorative justice meeting will be led by the Year Leader, Pastoral Support Worker, Subject leader or a member of the Senior Leadership Team.

A programme of support to address the perpetrator's needs will be provided *after* sanctions have been imposed.

**Parents can access additional support for their child through anti bullying and family helplines outlined in appendix 2 e.g. Childnet International and the Anti-bullying Alliance.**

## **11. STUDENTS WITH SEND & VULNERABLE STUDENTS**

Nationally, bullying statistics show that SEND students are more likely to be bullied than other student groups for the following reasons:

- negative perceptions of difference
- it is more difficult to resist bullies due to their individual disability
- they may be more isolated due to their disability
- they may not understand that what is happening to them is actually bullying
- they may have difficulties telling people about bullying

The school makes tackling bullying of children with SEND and disabilities a priority. It is important to recognise that all children are potentially vulnerable to bullying, but that learners with SEND and disabilities may be bullied for a range of other reasons too. Furthermore, many disabled people experience bullying in adult life. This makes developing a positive culture and an anti-bullying message in school even more important.

The school does take into account a child's SEND and vulnerability when disciplining perpetrators of bullying incidents.

The SEN Department provide further information and guidance for SEND students on 'What is bullying?' and 'What to do if you are a target of bullying of bullying.' Small group activities take place to ensure that SEND students are clear about what to do if they experience bullying; these sessions also provide an opportunity for students to discuss bullying issues in a safe small group environment.

## **12. ADVICE TO STUDENTS**

Students are encouraged to report all incidents of bullying to any member of staff or their parents. If requested through their Year Leader or pastoral Support Worker, targets of bullying may report or discuss their bullying concerns with a peer mentor.

The following guidance has been provided for students by anti-bullying support groups:

**'Do not suffer in silence'**

During a bullying incident:

- Try to stay calm and look as confident as you can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as you can
- Tell an adult what has happened straight away

After you have been bullied you should:

- Tell a teacher or other adult at the school
- Tell your family
- Take a friend with you if you are afraid to tell an adult by yourself
- Use the peer support services at school (prefects, peer mentors)
- Do not blame yourself for what has happened
- Stay with a crowd. Try not to be on your own at the times you don't feel safe
- Keep a record of what has happened

When you talk to an adult about what has happened, you should be clear about:

- What has happened to you
- Who was involved
- Where it happened
- Who saw what happened
- What you have done about it already

### **13. ADVICE FOR PARENTS**

Bullying is everyone's problem. All staff, students and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier and more comfortable place for everyone.

Parents can watch out for signs that their child is being bullied or is bullying others. Parents, carers and families are often the first to detect symptoms of bullying. Common symptoms include:

- Headaches
- Stomach aches
- Anxiety
- Irritability
- Refusal to attend school
- Depression

Parents should ask their child about school, progress being made and any friends they have; they should not dismiss negative signs. If they are worried, parents should contact their child's Pastoral Support Worker or Year Leader immediately to outline their concerns.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further bullying incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's Pastoral Support Worker or Year Leader immediately

Parents of a child who is bullying others should:

- Talk to the child and explain that bullying is wrong
- Make an appointment to see their child's Pastoral Support Worker or Year Leader as soon as possible; explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Emphasise the need to respect and be kind to others

Further guidance is available for parents on the DfE website:  
Bullying guidance for schools, staff and parents – DfE 2016  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Advice for parents on bullying and cyber bullying.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

#### 14. PREVENTION

The school aims to prevent bullying through pro-active preventative work with students in the school. This involves gathering information about bullying in school before it happens:

- Student reports and feedback
- Student focus groups and school council surveys
- Annual student and parent questionnaire
- Anti-bullying alliance – anti bullying survey (targeted groups)
- Parental and community feedback
- Analysis of bullying data. (termly) and analysis of bullying incidents
- Health related behaviour survey
- Observations from staff on duty, call and learning walks.

This information provides the school with the opportunity to develop strategies and a curriculum that best supports students around issues relating to bullying and prevent them happening in the first place.

During the school year educational programmes and campaigns are run by staff in the school to help prevent bullying and make clear to all students processes they should follow should they become a target of bullying.

From this information and feedback the school puts in place strategies to combat future bullying. Current strategies include:

- A focus on respect and tolerance through the 'school's values' during assemblies, tutor time and throughout the school day.

**Proud** - You are willing to celebrate your achievements and those of people around you.

**Persevering** - You won't give up and will always 'have a go'.

**Principled** - You know the difference between right and wrong. You have a strong sense of justice.

**Prepared** - You are ready and able to deal with the next stage in life.

- Review and development of the school's PSHCE programme. The school follows the Local Authority scheme of work for PSHCE. The school's anti-bullying message is further embedded through use of guest speakers and drama production groups.
- Cross curricular work aimed at discussion around bullying themes i.e. Drama lessons
- Targeted assembly programmes i.e. National anti-bullying week, Cyberbullying and e-Safety awareness weeks, SEND bullying
- Increased monitoring and staffing of 'at risk' areas identified by student surveys including use of CCTV.
- School awareness projects and guidance for students i.e. guidance on 'what to do if' outlined in the student planner.
- Circle time and tutor time discussion around the effects of bullying and prevention.
- Celebration of National Anti-bullying week – tutor group activities
- Student anti- bullying poster competition.
- Restorative Conversation meetings embedded in school support processes
- SSO information presentations to tutor groups – Cyberbullying focus 2016

- School Council focus meetings around bullying issues and strategies to prevent bullying
- Promotion of a school ethos that values respect and high standards of behaviour
- Student engagement in the annual review of the school's anti-bullying policy. (December 2016)

## **15. MONITORING, EVALUATION, TRAINING AND REVIEW**

Bullying incidents are recorded by staff on SIMs behaviour management and formally reported to the governing body on a termly basis.

The report to Governors outlines trends in types of bullying i.e. type, location and student characteristics. The report also outlines action taken by the school to prevent bullying and the impact of these actions.

The need for every bullying incident to be reported and accurately recorded is paramount. It is the responsibility of every member of staff in the school to be aware of and follow reporting procedures outlined in the school's anti bullying and behaviour policy.

Staff training in relation to anti bullying policy will take place annually at the start of each academic year. All newly inducted members of staff will receive training on the school's anti-bullying policy and procedures as part of their induction.

The school will review this policy annually, and assess its implementation and effectiveness. Governors will review bullying as part of their Safeguarding review visits.

**Next review: September 2021**

**Appendix 1** Bullying Incident – template letter

**Re:** Bullying Incident

**Name:**

**Tutor group:**

**Date:**

Dear Parent

It has been reported that your child has been responsible for bullying another student at the school.

Any form of bullying is unacceptable and will not be tolerated at Elthorne Park High school. Bullying can have far reaching consequences for the welfare of the target and in extreme cases can lead to self-harm and suicide.

Following investigation by the school, we are writing to inform you that your child .....

**Bullying incident details:**

- 

Your child has previously been involved in the following incidents of bullying with the same student:

**Previous incidents of bullying & dates:**

- 

In view of the seriousness of these bullying incidents the following **sanction** has been agreed by the school:

- .

The school will provide the following the following **support** when your child returns to school:

- 

This incident now places *name* your child at **stage \_\_ of the school's anti bullying policy**. The school's anti bullying policy can be viewed on the school's website.

Should your child be involved in further incidents of bullying a higher level sanction being issued and a meeting with \_\_\_\_\_.

We would like you to remind your child that continued escalation of such bullying incidents may result in your child being permanently excluded from school.

We would like you to discuss this incident with your child to ensure there is not future re-occurrence. Should you wish to discuss this incident further please do not hesitate to contact me at school.

Yours sincerely

**Year Leader**

**Senior Leadership Team**

## Appendix 2

### Anti-Bullying: Useful Sources of Information to Support Students, Parents and Schools.

#### Further Sources of Information

##### Department for Education resources:

- DFE Behaviour and Discipline in Schools Guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Make Them Go Away/Let's fight it together (A video resource about cyber-bullying)
- Advice for parents on bullying and cyber bullying. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

##### Legislative links from DfE website:

- Preventing and tackling bullying DfE 2014
- Supporting children and young people who are bullied: advice for schools. DfE 2014
- Cyber bullying: advice for Headteachers and school staff DfE 2014
- Advice for parents and carers on cyber bullying DfE 2014
- The Equality Act 2010
- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

##### Specialist organisations:

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **Bullying.co.uk:** Bullying UK advice and support website.
- **ChildLine:** [www.childline.org.uk/](http://www.childline.org.uk/) offers support for students and online counselling support.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

##### Cyber-bullying:

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- **CEOP:** <https://www.ceop.police.uk/> Police online support service for victims of online crime including bullying and threats.

##### LGBT:

- **EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

##### SEND:

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.