BRETHERTON ENDOWED CE PRIMARY SCHOOL
Anti Bullying Policy

"Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love"

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

All pupils at Bretherton Endowed CE Primary School have the right to learn in a supportive, caring and safe environment without the fear of being bullied and staff, parents and children work together to create this. Bullying, either verbal, physical, or indirect will not be tolerated. We are a school where every child is celebrated in their diversity. Where the views and contributions of children are actively sought and are respected.

We are committed to a preventative, responsive and restorative anti-bullying ethos, underpinned by our Christian faith, across the whole school. Everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming school.

Key contact personnel

Nominated Governor: Mrs Pam Aspden

Designated safeguarding Lead: Mrs Jayne Clarke

Deputy Safeguarding Lead: Mrs Rebecca Gardiner Mrs S Allchurch

Entitlement

Everyone at Bretherton Endowed CE Primary School has the right:

- To work and play in a safe and secure environment, free from aggression and abuse.
- To express their attitudes and feelings constructively and have these respected by others.
- To feel valued, listened to and included in all aspects of school life
- To have an uninterrupted education.
- To have personal property respected.

Everyone at Bretherton Endowed CE Primary School has the responsibility:

- To behave suitably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone, respecting their rights and feelings.
- To show respect and tolerance to all including the named protected characteristics of the Equality Act 2010.
- To respect school and public property and other children's personal property.

SEN/Disability

Bretherton Endowed CE Primary School is fully committed to complying with the 2014 SEN code of practice and the Equality Act (2010) including:

- Promoting equal opportunities
- Eliminating discrimination
- Celebration of difference
- Eliminating harassment related to SEND
- Promoting positive attitudes towards SEND children
- Encouraging SEND children pupils to participate fully in the life of school
- Raising awareness of disability

Safeguarding

This policy is linked to our Safeguarding policy and incidents of bullying will be escalated to the Police or Children's services where necessary.

Aims

We aim to provide a vibrant, happy school where children feel valued, cared for, safe and secure. Through our Christian values and our mission to walk in the footsteps of Jesus, our children are taught to treat others as they wish to be treated and to love thy neighbour.

We achieve this through:

- Actively promoting anti-bullying messages through our positive, values-based, relational approach to behaviour management and PSHE curriculums.
- Regular worships and assemblies and a theme week to promote good behaviour, positive relationships and anti-bullying.
- Clear systems for tackling incidents of bullying.
- School council members, school leaders and governors taking an active role in the monitoring and evaluation of bullying in the school.
- A nurturing approach to behaviour management through which children have opportunities to discuss their feelings and emotions and are provided with the support to deal with difficult situations through a restorative approach.

What is Bullying?

Bullying can be described as ' behaviour by an individual or group, repeated over time that intentionally hurts another individual by either physically or emotionally'. (DFE July 2020)

Bullying can occur through several types of anti-social behaviour. It can be:

a) **Physical:** A child can be physically punched, kicked, hit, spat at, pulled, pushed, bitten, or injured in any other physical way. This can include unwanted or inappropriate touching.

b) **Verbal:** This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc. It includes name calling, tormenting, threats, Racism, Homophobia, and Transphobia, or regarding a person's disability. Indirectly, this can be spreading rumours, rude comments, glaring and staring; isolating them from games, writing graffiti notes, refusing to talk to a person.

c) **Emotional:** A child can be bullied by deliberately excluding them from discussions/activities of hurting people's feelings on purpose

d) **Damage to Property or Theft**: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.

e) **Cyber-bullying:** Cyber-bullying is extremely dangerous as victims are often targeted when they are at their most vulnerable or alone at home. Bullying through social networking, online gaming, text or direct messaging, photo changing software, emails, prank telephone calls, video hosting sites Peer pressure to become involved in social networking/texting makes the victims of bullying increasingly at risk. Our child online safety agreement outlines expectations to children and families. A copy can be found in our Online Safety Policy.

Bullying is recognised by the school as being a form of child on child abuse.This policy applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school when alerted to it.

Strategies for the Prevention and Reduction of Bullying:

- The School Council monitors the views of all children through their suggestion box and class discussions.
- The Ethos group and Year 5 buddies are trained to support new starters in their first few weeks at Bretherton.
- As part of PSHE learning, under the new relationships and health curriculum, many units of work focus on bullying, self-esteem, tolerance and respect. Children discuss the issue and are given skills to tackle and prevent bullying.
- Special events are planned throughout the year to promote awareness of bullying and allow children to discuss the issue.
- Comprehensive transition arrangements are in place with local secondary schools to support KS2/3 transition.
- Online-safety training is provided for pupils and parents linked with our computing curriculum and safeguarding policy.
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence.
- That Children have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.
- Use of internal and external professional support as required.

When bullying occurs

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or others.

Reporting

We encourage all members of our school community to report bulling concerns.

Pupils

- Pupils should report concerns to:
- A trusted adult in school
- A parent/carer
- A friend
- Childline – 08001111

Parents

- In the first instance, bullying concerns should be reported to the Class Teacher
- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to the member of staff on the school's Senior Leadership Team.
- Where the parent is not satisfied that appropriate action has been taken by the Senior Team Member to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head Teacher.

- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

Staff

Staff should record concerns using CPOMS system and follow the procedure below.
Staff will:

- Investigate reported bullying incidents thoroughly and talk to those involved, witnesses and appropriate staff.
- Record the incident on CPOMS

Respond to the child concerned by:

- Listening actively
- Offering support and strategies to deal with unacceptable behaviour
- The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.
- Protecting the child and ensuring their safety as and when necessary
- Involving parents, if necessary
- Involving external agencies to support the child as appropriate

Respond to the child who bullied by:

- Ensuring he/she recognises his/her behaviour and how it affects others
- Applying appropriate sanctions as per our behaviour procedures
- Guiding, supporting, advising and offering strategies to change behaviour
- Encouraging him/her to take responsibility for actions and help them to make amends
- Involving external agencies to support the child as appropriate
- Involving parents

Separate discussions with parents of bully and victim. It must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

- Prevent further situations by providing opportunities for children/young people to explore the issues through a restorative approach and linking with our Behaviour for Learning (Relationship) Policy
- Review the situation with the child or young person and parents and others, throughout the investigation and afterwards.
- Review policies and procedures - consider changes that can be made to environment, groupings, rules and codes of conduct etc.

Monitor the situation:

- Provide opportunities for children and young people to say how safe they feel and if the policy is working.
- Provide opportunities for staff to comment on their confidence and strategies for dealing with incidents

Responsibility

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe and to apply the preventative measures as detailed above.

It is the responsibility of:

- The Head teacher to communicate this policy to the school community, to ensure that measures are applied fairly, consistently and reasonably.
- Governors to take a lead role in monitoring and reviewing the policy
- All staff, inc governors, senior leaders, teaching and non teaching staff to support, uphold, and implement this policy
- Parents/ carers to support their children and work in partnership with school

- Pupils to follow the policy.

School informs children and familes of support agencies e.g. bullyfreezone, Childline through posters and flyers around school (List at end of policy). Parents will be informed of whole community concerns e.g. issues around cyberbullying through newsletter systems.

Responding to a Bullying Concern
The focus of any intervention must be on responding to the bullying concern and restoring the wellbeing of those involved. As such, any strategy for responding to bullying concerns must concentrate on the prevention of any further incidents.

In the first instance, when responding to a concern raised about possible bullying a member of staff addressing it should:

• Clarify facts and perceptions
• Check records as stored on the CPOMS
• Assess the incident against the criteria for bullying behaviour

A decision will need to be made as to whether the alleged behaviour is deemed by the school to constitute bullying. Teachers will make this decision in consultation with a member of the school's senior leadership team. If the first respondent to a concern is a member of the leadership team they will consult with a second member of the team.

If on the basis of the information gathered **THE CRITERIA FOR BULLYING BEHAVIOUR HAS NOT BEEN MET** the policy needs to state that socially unacceptable behaviours will be: • Dealt with under the school's Behaviour for Learning (Relationship) Policy • Addressed as appropriate through the SEND Code of Practice & details recorded on CPOMS	If on the basis of the information gathered **THE CRITERIA FOR BULLYING BEHAVIOUR HAS BEEN MET**, the policy should set out the process/ proceedures to be followed. State for example that: • The Code of Practice is used to develop agreed action plans for BOTH targeted pupil/s AND pupils displaying bullying behaviour • Support details are recorded on CPOMS

If an incident or issue is not deemed to be bullying, that will be explained to the complainant along with the reasons for that decision. The concern will be dealt with in line with the school's positive behaviour for learning (relationship) policy.

If an incident is deemed to be bullying, staff use the following further measures to work towards resolving the issue:
• Identify any themes or motivating factors
• Identify the type of bullying behaviour being displayed
• Identify intervention level and select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions.
• Track, monitor and record effectiveness of interventions
• Review outcome of interventions
• Select and implement further intentions as necessary

In the first instance we will attempt to use a restorative approach to resolve bullying issues. If, through discussion, an agreement and acceptance of responsibility is reached, agreement of a resolution will be sought.

In the event of a situation where a satisfactory restorative resolution is not achieved, or in cases where the severity of behaviour is such that it is felt necessary to take a more consequential approach, interventions **may** include sanctions such as:

- Talk to children though our restorative framework to help them to empathise and understand how their 'victim' feels
- Miss a short amount of playtime with class teacher
- Loss of age appropriate privileges
- Miss play/lunchtime with member of SLT or Headteacher
- Internal exclusion (Restrictive Intervention)- isolation in school from other children with Headteacher or SLT, for a longer period (reported to Governors)
- External exclusion

Recording

Schools are legally required, under the Addressing Bullying in Schools Act (enacted September 2021) to maintain a record of all incidents of bullying and alleged bullying behaviour.
The school will centrally record all relevant information related to reports of bullying concerns, including:
• how bullying behaviour was displayed (the method)
• the motivation for the behaviour
• how each incident was addressed by the school
• the outcome of the interventions employed

Records will be kept on CPOM. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

Records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

Bretherton Endowed CE Primary School recognises the need for appropriate and adequate training for governors and staff, including teaching and non-teaching school staff and is committed to providing staff with appropriate opportunities for professional development as part of the school's ongoing CPD provision. Records of training will be maintained as part of the schools in service training log and training will feed into policy review and procedural development.

Bullying and Harassment of staff
Bretherton Endowed CE Primary School will not tolerate bullying of staff of any kind. All staff have a right to be treated with dignity and respect at work and are committed to eliminating all forms of harassment or bullying in the workplace and, through the staff bullying and harassment policy, will take steps to ensure that our school is free from such behaviour. School acknowledges that staff can experience harassment or bullying from governors, parents, pupils, and other visitors to the school and do not regard it as part of an employee's duties to have to tolerate such behaviour. Any complaints of harassment or bullying made by staff, whether the complaint is against a member of staff or school community will be investigated. If a crime has been committed, the Police will be informed.

Monitoring
It is the responsibility of the Board of Governors, in liaison with the Headteacher, to monitor the effectiveness of the Anti-Bullying Policy.
To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Governing Body shall:

• maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
• identify trends and priorities for action
• assess the effectiveness of strategies aimed at preventing bullying behaviour
• assess the effectiveness of strategies aimed at responding to bullying behaviour

Review
This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
The policy is reviewed annually by the Governors. The Governors review this policy by examining the school's records and by discussion with the head teacher. Governors analyse information with regard to all protected characteristics of the Equality Act 2010 of all children involved in bullying incidents.
The annual pupil and parents questionnaires are used to provide data to monitor the effectiveness of this policy along with any discussions in the Parent Forums.
This policy is also reviewed in consultation with pupil representatives from the School Council.

Links to other school policies
The Anti-Bullying Policy forms part of the school's pastoral support. It links with:

- Child Protection/Safeguarding Policy
- Online Safety Policy and Acceptable Use Policy
- Behaviour for Learning (Relationship) Policy
- Equality Policy
- Mobile phone and social media policy
- Complaints Policy
- Staff harassment and bullying policy

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Adopted by the Governing Body of Bretherton Endowed CE Primary School.

Adopted : September 2026
To be reviewed by the end of 2028

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.

Appendix 1

Questions to be asked and documented where appropriate on CPOMS

- Name, age and year group of all parties
- Dates of invident/s
- Outline incident and assessment of concerns
- What type of bullying; who reporting; who being bullied; previous incidents linked
- Accounts of all parties (including drawings etc) will be added to CPOMS including the actual words heard or said. Witnesses will be sought where possible and practicable and added to CPOMS.

Staff member will consider in conjunction with school leaders:

Socially unacceptable behaviour becomes bullying behaviour when, on the basis if the information gathered, the criteria listed below may have been met. **The school will treat any incident which meets these criteria as bullying behaviours**	
Is the behaviour intentional ?	Yes/No
Is the behaviour targeted at a specific pupil or group of pupils?	Yes/No
Is the behaviour repeated?	Yes/No
Is the behaviour causing physical or emotional harm?	Yes/No
Does the behaviour involve omission	Yes/No

One off incident

When determining whether a one off incident may be classified as bullying, the school shall take into consideration the following criteria and use the information gathered to inform and guide the decision making process:	
Criteria	Information Gathered
Severity and significance of the incident	
Evidence of pre meditation	
Significant level of physical/ emotional impact on the individual	
Significant level of impact in wider school community	
Nature of previous relationships between those involved	
Records exist of previous incidents involving the incidents	
YES the above criteria has been met and bullying behaviour has occurred	No the above criteria has not been met and bullying behaviour has not ocurred

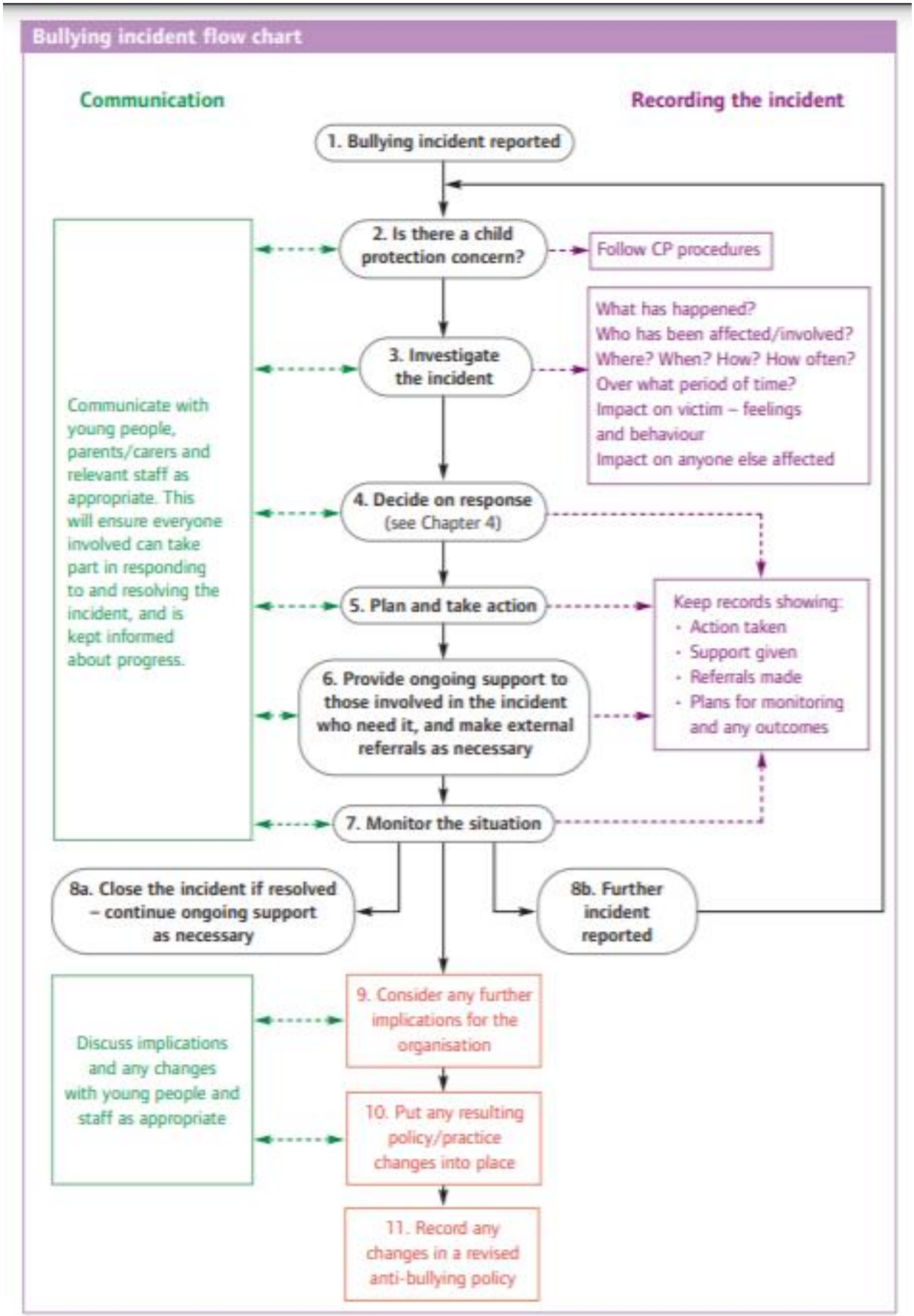
Be prepared to list:

- In what way did the bullying behaviour present itself?
- What was the motive? (Underlying theme)

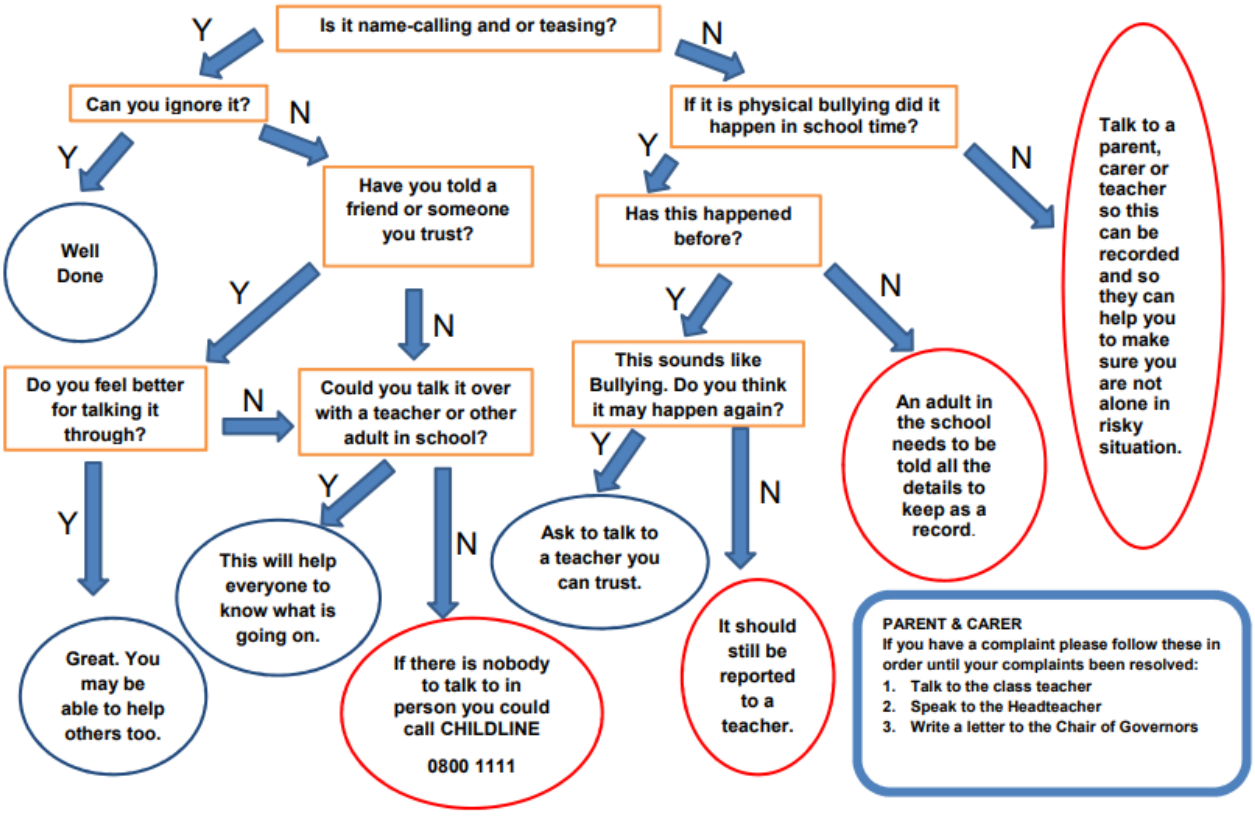
Document what intervention/ support will be put in place for the **child being bullied**. Stating who, when and what and involve parents. This may involve outside agencies working in school or with groups or individuals.
Document what intervention/ support will be put in place for the **child who is bullying others**. Stating who, when and what and involve parents. This may involve outside agencies working in school or with groups or individuals.
Plan to hold a review meeting to discuss to what extent the success criteria is fully, partially met and what further support is required.

If the success criteria has not been met, continue to:

- Reassess the level of interventions implement other strategies at an appropriate level
- Track , monitor and review the outcomes of further interventions for all parties
- Keep under review at the stage of the code of practice the pupils are on.
- Follow behaviour policy
- Create risk assessments and monitor through the safeguarding policy
- Seek multi-agency input(LA, Health and Social Care, Safeguarding Hub)
- Timetable regular meetings with the parents and children involved.


Bullying incident flow chart
Communication
Recording the incident
1. Bullying incident reported
2. Is there a child protection concern?
Follow CP procedures
3. Investigate the incident
What has happened?
Who has been affected/involved?
Where? When? How? How often?
Over what period of time?
Impact on victim – feelings and behaviour
Impact on anyone else affected
4. Decide on response (see Chapter 4)
5. Plan and take action
Keep records showing:
· Action taken
· Support given
· Referrals made
· Plans for monitoring and any outcomes
6. Provide ongoing support to those involved in the incident who need it, and make external referrals as necessary
7. Monitor the situation
Communicate with young people, parents/carers and relevant staff as appropriate. This will ensure everyone involved can take part in responding to and resolving the incident, and is kept informed about progress.
8a. Close the incident if resolved – continue ongoing support as necessary
8b. Further incident reported
9. Consider any further implications for the organisation
10. Put any resulting policy/practice changes into place
11. Record any changes in a revised anti-bullying policy
Discuss implications and any changes with young people and staff as appropriate

A flow-chart to help you deal with 'bullying' (repeated and deliberate, hurtful behaviour)



PARENT & CARER

If you have a complaint please follow these in order until your complaints been resolved:

1. Talk to the class teacher
2. Speak to the Headteacher
3. Write a letter to the Chair of Governors

Appendix 2

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

Appendix 3

PROCEDURES FOR DEALING WITH ALLEGATIONS OF BULLYING AT Bretherton Endowed CE Primary School

PATHWAYS OF HELP (NB. Rate of progression through steps will be dependent on the severity of the incident).

Child is bullied

Step 1 Child personally approaches one of the following: Friend Class Teacher Support Staff /Lunchtime supervisors Non Teaching trusted member of the school community
Step 2 Child meets with class teacher Discussion on the facts / Notes recorded Suggested ways forward Head teacher informed Short review time Parents informed **If problem persists …**
Step 3 Head Teacher leads case Discussion/Interview with all parties Will use: suggested and agreed actions/strategies Short term review Parents informed **If problem persists …**
Step 4 Head teacher and Chair of Governors and inform/seek advice from appropriate external agencies

Appendix 4

Preventative Measures
We are committed to identifying Bullying pre-emptively when possible and to promoting and maintaining a Listening and Telling Culture.

- In dealing with emotive issues such as bullying we are committed to a Child Centred approach to meeting the social and emotional needs of all of our pupils whether they are displaying positive or negative behaviours. Bullying is an emotive issue and an emotive word and its use is not always helpful in resolving what are often, ultimately, complex relationship issues between young children.
- We will always do our best to resolve concerns and issues. We will always listen. We ask that as adults concerned with the wellbeing of future generations be measured and considered in our responses to these issues and remember that all of our pupils are children.

Every member of the school community – pupils, parents, carers, staff, governors - may be expected to work collaboratively together to:

- foster positive self-esteem; respect the right of others to be safe
- behave towards others in a mutually respectful way
- model high standards of personal pro-social behaviour
- be alert to signs of distress* and other possible indications of bullying behaviour
- inform the school of any concerns relating to bullying behaviours
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity.
- refrain from retaliating to any form of bullying behaviour
- intervene to support any person who is being bullied, unless it is unsafe to do so.
- report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff.
- emphasise the importance of telling a trusted person about bullying behaviour when it happens or is observed
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- know how to seek support – internal and external
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Motive
• Understanding the motive behind bullying behaviour can be key to resolving it.
• Motivations can be complex and can relate to emotional issues within relationships, the impact of adverse childhood experiences and to personality traits.
• At Bretherton Endowed we recognise, value and celebrate equality, diversity and difference. We acknowledge that bullying can be motivated by prejudice and may relate to race, faith, culture, gender, sexuality, age, political affiliation, pregnancy, marital status, personal attribute and disability. This list is not exhaustive and other prejudices or differences may motivate bullying.
• Bias and prejudice on the basis of difference occurs very easily amongst children and it is to be expected that we will encounter negative behaviour relating to any or all of these issues from time to time. Staff attempt to address through our proactive educational approach, explaining and appreciating diversity and difference through Jigsaw assemblies, events, displays, R.E, current affairs discussions and through the ethos and practice of an anti-bias curriculum.
In the case of assessing whether a single incident constitutes bullying behaviour rather than a one off incident, school staff will consider the following criteria:

Severity and significance of the incident

- Evidence of pre-meditation
- Impact of the incident on individuals (physical/emotional)

- Impact of the incident on wider school community
- Previous relationship between those involved
- Previous incidents involving the individuals concerned

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
- counselling/instruction in alternative ways of behaving
- rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.
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Strategies we may use include

- Worry Box accessible privately to pupils
- Support pupils with managing relationship conflict through building resilience and individual responses
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg Lancashire Mind, Behaviour consultants.
- Sharing good practice with other schools
- Participation in Anti-Bullying / Friendship Week

Appendix 5 Anti Bullying Policy checklist taken from Anti Bullying Alliance Website

• Make sure the policy begins with a clear definition of what bullying is
• Make sure the policy includes all forms of bullying – this should include specific reference to bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying and the use of cyber technology to bully.
• Make sure the policy includes the preventative strategies that the school will use
• Make sure the policy gives a clear outline of how the school will respond to bullying incidents including the recording procedure and possible sanctions.
• Make sure the policy includes clear procedures for pupils or parents and carers who wish to report a bullying incident.
• Make sure the policy includes reference to bullying between pupils outside of school and bullying of staff.
• Make sure the policy references occasions where there may be police involvement (e.g. if crime has been committed)
• Make sure the policy is shared with all members of the school community (e.g. through the school website, newsletters)

This policy has been underpinned by advice from the Anti-Bullying Alliance