

Greek School *of* Ayia Triada Birmingham

Anti- Bullying Policy policy

This document defines the term and sets out the principles, practices and procedures which Greek School of Ayia Triada will follow with regards to the Bulling issues in our school.



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A. INTRODUCTION: WHY IS THIS POLICY SET

It is the intention of all staff whether Teachers, Teaching Assistants or other school staff or any other person with whom pupils come into contact to ensure that pupils feel safe, supported and free of the danger of being bullied.

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We will endeavour to provide an environment where every student can feel safe, healthy, able to enjoy learning and achieve at their fullest potential and able to make positive contribution. Bullying or racism of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone they trust and will know that incidents will be dealt with promptly and effectively.

We aim at developing students with empathy, understanding and appreciation for other views and opinions. We support children to develop friendships which will last long beyond their time here and empower them to grow into independent, strong people who are equipped with the flexibility and moral courage to deal with the challenges of the modern world.”

B. WHAT IS BULLYING?

Bullying is defined in departmental advice published by the DCSF as:

‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’

Bullying is defined on the gov.uk website and states that the four key characteristics of bullying are that it is:

- Repetitive and persistent;
- Intentionally harmful;
- Involving an imbalance of power;
- Causing feels of distress, fear, loneliness or lack of confidence.

Definition shared with our pupils:

‘Repeated negative behaviour that is intended to make others feel upset, uncomfortable and unsafe.’

(Definition from Anti-Bullying Proϑ, Diana Award)

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying – there needs to be evidence of persistent victimisation over a period of time. Similarly, it is not bullying when two children / young people of approximately the same age and strength have the occasional quarrel or one-off fight.

Related Definitions:

“Bullying is not an individualised behaviour committed by one or more students against another; it is a group phenomenon. Children play different roles, whether they are the assister, whether they are the defender – whether they egg things on; they keep things going. And the actual ring-leader bully might not have to do the work because they have their ‘entourage/squad/posse’. (Dorothy Espelage, professor of psychology at the University of Florida.)

“Even those not in that ‘club’ can be part of the problem too. Bystanders can be key to bullying; bullying rarely happens without an audience. The audience ‘boosts’ the bully’s status and makes them feel more powerful.

Ridiculing someone with no witnesses is only going to give them so much sense of reward, whereas putting someone down in front of a big group of other children is a totally different story, so the bystanders actually play a huge role in this.” (Jaana Juvonen, professor of developmental psychology at UCLA.) So, theoretically, an entire class could be playing a role in maintaining a culture of bullying, even if only through bearing witness and not reporting it.

Bullying *can take lots of different forms* and sometimes children and young people do not realise that what is happening to them is bullying. Examples may include any of the following, repeated over a period of time:

- **Physical** – kicking, hitting, pushing, or any use of violence, taking and damaging belongings
- **Verbal** – Name calling, taunting, mocking, making nasty comments, making threats
- **Emotional** – leaving people out / deliberately ignoring, gossiping, spreading rumours
- **Cyber-bullying** –Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target someone. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. The police do, however, have the powers and the technology to trace IP addresses and when, where and how inappropriate messages are sent
- **Racist** - racial taunts, graffiti, gestures.(including those relating to race and faith
- **Sexual** - unwanted physical contact or sexually abusive comments.
- **Homophobic** - because of, or focusing on the issue of sexuality.
- **Identity based bullying:** Children and young people are too often bullied in schools because of their race, faith, gender, disability sexual orientation, irrespective of whether those differences are real or perceived.
- **Prejudice Behaviour**-The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds,

gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

A detailed breakdown of the type of bullying experienced (April 2013-March 2018 Department for Education. Analysis on 10-15 year olds from the Crime Survey for England & Wales, November 2018)

- being called names, sworn at or insulted (79%);
- having rumours spread about them (47%);
- being pushed or shoved (43%);
- being ignored or left out (34%);
- being threatened with physical violence (32%);
- being physically hurt (31%);
- damaged their belongings (11%);
- theft of money or belongings (9%).

Aims and Objectives:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

C. ROLES AND RESPONSIBILITIES

In this section the roles and responsibilities are defined and guidelines along with we work in addressing bullying. The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

A copy of Anti-bullying Policy for the Greek School of Ayia Triada Birmingham is available from the school office and on the school website for parent/carers, staff and students to access when and as they wish.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

School staff members also have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education* and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. *This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in public communal areas – in the case of Greek School of Ayia Triada this may include all communal areas inside and outside the Greek Cypriot Association Building (playground, car park, church, and hall), it may also extend actions taken at all times during school events and school trips including during transportation to and from school .*

*Sections 90 and 91 are available online at:

<http://www.legislation.gov.uk/ukpga/2006/40/section/91>

90 Meaning of "disciplinary penalty"

- (1) In this Chapter, "disciplinary penalty" means a penalty imposed on a pupil, by any school at which education is provided for him, where his conduct falls below the standard which could reasonably be expected of him (whether because he fails to follow a rule in force at any such school or an instruction given to him by a member of its staff or for any other reason).
- (2) In subsection (1), the reference to conduct, in relation to a pupil, includes—
 - (a) conduct which occurs at a time when the pupil is not on the premises of a school and is not under the lawful control or charge of a member of the staff of a school, but only to the extent that it is reasonable for the school imposing the penalty to regulate the pupil's conduct at such a time, and
 - (b) conduct which consists of a failure by the pupil to comply with a penalty previously imposed on him.

91. Enforcement of disciplinary penalties: general

- (1) This section applies in relation to a disciplinary penalty imposed on a pupil by any school at which education is provided for him, other than a penalty which consists of exclusion.
- (2) The imposition of the disciplinary penalty is lawful if the following three conditions are satisfied.
- (3) The first condition is that the imposition of the penalty on the pupil—
 - (a) is not in breach of any statutory requirement or prohibition, and
 - (b) is reasonable in all the circumstances.
- (4) The second condition is that the decision to impose the penalty on the pupil was made—
 - (a) by any paid member of the staff of the school, except in circumstances where the head teacher has determined that the member of staff is not permitted to impose the penalty on the pupil, or
 - (b) by any other member of the staff of the school, in circumstances where the head teacher has authorised the member of the staff to impose the penalty on the pupil and it was reasonable for the head teacher to do so.
- (5) The third condition is that the decision to impose the penalty was made, and any action taken on behalf of the school to implement the decision was taken—
 - (a) on the premises of the school, or
 - (b) elsewhere at a time when the pupil was under the lawful control or charge of a member of staff of the school.
- (6) In determining for the purposes of subsection (3)(b) whether the imposition of the penalty is reasonable, the following matters must be taken into account—
 - (a) whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case, and
 - (b) any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular—
 - (i) the pupil's age,
 - (ii) any special educational needs he may have,
 - (iii) any disability he may have, and
 - (iv) any religious requirements affecting him.
- (7) For the purposes of subsection (6)(b)(iii) a pupil has a disability if he has a disability for the purposes of the [F1Equality Act 2010].
- (8) A determination or authorisation by the head teacher for the purpose of subsection (4)(a) or (b) may be made—
 - (a) in relation to a particular member of staff or members of staff of a particular description;
 - (b) in relation to a particular disciplinary penalty or disciplinary penalties of a particular description;
 - (c) in relation to a particular pupil or pupils of a particular description or generally in relation to pupils.
- (9) Where the disciplinary penalty is detention outside school sessions, this section has effect subject to section 92.
- (10) Nothing in this section authorises anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.
- (11) This section is not to be construed as restricting what may lawfully be done apart from this section.
- (12) In this section, "paid member of the staff", in relation to a school, means any member of the staff who works at the school for payment, whether under a contract of employment or a contract for services; and, for this purpose, it is immaterial whether the contract of employment or contract for services is made with the governing body or proprietor of the school or with any other person.

Where bullying is reported to school staff, it should be investigated and acted on. During school hours, including while students are taking part in school visits, school events and during extra-curricular activities, the school has responsibility to ensure students feel safe and secure. Staff can only impose disciplinary sanctions and implement that sanction whilst on the school premises or when the student is under the lawful control of

school staff, for instance on a school trip. The school and staff are not responsible for incidents that happen online outside of school hours. If this is brought to our attention, the Headmistress will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in our local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of public, the police should always be informed.

The Role of the Management Board

The Management Board supports the Headteacher in all attempts to eliminate bullying from our school. The MB will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken seriously, and dealt with appropriately.

Additionally, the MB monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. The members of the MB require the Headteacher to keep accurate records of incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of MB [following the steps of contact and communication of our related policy] to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the MB notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the MB.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher endeavours to ensure that all staff receive sufficient information to be equipped to identify and deal with incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Teaching and Support Staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the *The Action on Bullying Leader (usually this person is a member of staff) or the Headteacher* as appropriate. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the child's parents.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the offender.[This policy can be used jointly with our Behaviour Policy on Levels of Action] .Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying the member of staff informs the Headteacher, the Action on Bullying Leader and the Management Board. The teacher will then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying should;

- Find out all the facts first
- Try not to get angry or more involved than your child wants you to. Ask your child what they want you to do, if anything
- Provide support for your child
- Contact the school for further support

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school

Procedures for Parents

If a parent suspects that their child is being bullied, then the following procedure should be followed:

- Listen to your child. Consider whether this is '**several times on purpose**' or whether it is a single incident.
- Talk to your child and find out the facts. Keep a diary of 'incidents'. This will help the school or setting ascertain the events.
- Encourage your child to tell the child who is upsetting them that what they are doing is not making them feel good and if they don't stop they will tell an adult.
- Encourage your child to inform their class teacher or inform the class teacher directly who will discuss the issue with you and record the key information.
- Approach a member of staff within school, ideally the class teacher.
- Don't try and sort it out yourself by approaching the other child or parent or carer.
- Make an appointment, with enough time to talk.

- When talking to the school try not to be aggressive, or lose your temper. A good working relationship between parent or carers and school is essential and will help to resolve the situation more quickly.
- Allow time for the class teacher/school to investigate allegations and deal with your
- concerns, and initiate support activities for the children.
- Make a note of the action school intends to take.
- There may be things you can do at home to help. Please ask.
- Stay in touch

Sometimes the outcome of 'incidents' is uncomfortable for parent or carers or carers and children to deal with, particularly if the episode is found to be genuine. If you learn that your child has been unkind to others, try to stay calm. The school will work with you and your child to make things better.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, school council and at any other time.

Procedures for Pupils

What do you do if you are being bullied?

First of all – **don't worry** - this can be sorted out. Think about what is happening to you, stay calm. Are you sure you are being bullied? It could be something else that is making you unhappy such as:-

- Falling out with friends
- An argument
- A game (that has gone wrong)
- People not letting you join in with a game or activity

These things are important, and they make you sad, but this is not always bullying. If someone is being very unkind, or hurting you – and you don't know why, and you can't stop it – then this is what to do.

- It is important that you talk to someone. This could be:
- A teacher
- An older pupil
- Your friend
- Anti-Bullying Peers from School Council
- Someone at home
- Someone you trust
- A lunchtime supervisor -usually this person is a teacher or member of the Management Board

*Don't be afraid to tell someone, bullies rely on you keeping quiet.
Don't keep it to yourself*

D. RECOGNISING BULLYING

Signs of someone being bullied

There are many warning signs that may indicate that someone is affected by bullying—either being bullied or bullying others. Recognizing the warning signs is an important first step in taking action against bullying. Not all children who are bullied or are bullying others ask for help.

It is important to talk with children who show signs of being bullied or bullying others. These warning signs can also point to other issues or problems, such as depression or substance abuse. Talking to the child can help identify the root of the problem. Members of our staff and Management Board. Members of Staff will be looking forward for changes in the child and at the same time will be aware that not all children who are bullied exhibit warning signs. Some signs that may point to a bullying problem are:

- Unexplainable injuries/self harm
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.

- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide
- defensive body language;
- self-harm;
- sadness;
- avoids eye contact;
- irrational behaviour;
- crying;
- stops doing activities they enjoy;
- change in personality;
- extreme reactions;
- fall in grades;
- becomes a school refuser;
- inability to effectively communicate;
- always seems to have a 'phantom illness';
- depression;
- isolates themselves from social groups;
- begins to emulate negative behaviour displayed by other students.

Prevention

Our school has created an ethos of good behaviour whereby students treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other students, an understanding of the value of education, and a

clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest.

We involve parents wherever possible to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects their child, and they reinforce the value of good behaviour at home.

All our students understand our school's approach and are clear about the part they can play to prevent bullying, including when they should be upstanders not bystanders. They also know that the school will implement disciplinary sanctions and that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

We do our best to create an inclusive atmosphere in school by encouraging open discussions about the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, students with different family situations, such as looked after children or those with caring responsibilities. We also teach our students that using any prejudice-based language is unacceptable.

In line with our safeguarding policy, procedures and training, staff make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on.

Strategies to reduce Bullying

Greek School of Ayia Triada has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others;
- A Set of Expectations is displayed across the school
- Members of the Pupil Council act as Anti-Bullying Peers
- teaching students to self-regulate their behaviour and encourage them to self-reflect following inappropriate behaviour;
- Assemblies on Bullying and open discussions in classrooms on bullying
- staff model appropriate moral conduct and expect students to develop an understanding that they should not engage in bullying behaviour because it is not the right thing to do, rather than just because they are told not to do;
- staff reward positive behaviour and attitudes;
- the reinforcement of the clear message that violence has no place at our school;
- Encourage students to have voice
- Anonymous posting letter box-where anyone can report anything which is a cause of concern.

Vulnerable pupils

We aim at recognising and providing support to those students who are bullied and who they may be at greater risk of being bullied, those children with SEN, with emotional, social and behaviour difficulties and those who may come forward and seek support openly. Having said this, our staff support all pupils who are bullied. This means being

alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces.

Intervention

Greek School of Ayia Triada Birmingham aims at supporting students who are bullied and makes appropriate provision for a student's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the Educational Team of the Management Board to provide support, providing formal counselling, engaging with parents, referring to local authority children's services depending on the extent of needs and the level of seriousness, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

The Greek School of Ayia Triada Birmingham has disciplinary measures for pupils who bully in order to show clearly that their behaviour is wrong. Our disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. It is also important for us to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the student engaging in bullying may need support themselves. For any disciplinary actions the Anti-Bullying policy will be utilised in conjunction with the Behaviour Policy of the School.

- take part in initiatives such as Anti-Bullying Week through assemblies;
- training for all members of staff on the Anti-bullying policy and strategy;
- a clear policy of mobile phones not permitted to be in use during school hours;
- staff keep up with online trends to ensure our practices and policies are up to date and we can provide the best information, advice, and support for everyone in our community;
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded;
- work with multi-agency teams including police and children's services as appropriate;
- contact with the parents of both the student being bullied and the bully;
- sharing information with parents via the Class Dojo and Parent Info link on the school website and also at key events during the year, e.g. Welcome Evenings;
- challenging sexual content within verbal abuse especially challenging the

- word 'gay' and other homophobic language;
- challenging 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way

E. REPORTING, SANCTIONS AND MONITORING

How to report bullying – student

Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends or parents. When you observe a situation, intervene, and make it clear that such behaviour is totally unacceptable – do not ignore the bullying. **BE AN UPSTANDER.**

Students are taught that silence is the bully's greatest weapon and are encouraged to tell themselves that they do not deserve to be bullied and that it is wrong. Students should also try hard not to show they are upset as bullies thrive on fear. It is important to be confident and walk away. To report an incident of bullying, students should:

- **Speak** directly to your class teacher and explain the situation. Students must report bullying directly to school, rather than via a parent telephone call. Staff at school can then act quickly to gather as much information as possible. Your class teacher will need to hear the information in your words.
- Alternatively, any member of staff can be approached to report incidents of bullying, and they in turn will report to the *Action on Bullying Leader*
- All the relevant information will be recorded on an incident information sheet. All relevant facts need to be noted down in your own words, together with the name of the alleged bully, names of other students who are involved or are witnesses. Do not use the word 'bully'.
- If the bullying is happening via social media, ensure that you do not delete what you have been sent. As part of our Behaviour for Learning Policy, we have the right to search an electronic device if we believe it contains data or files which have been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- Never be afraid to speak to a member of staff; we are here to listen and help you. Bullying is not tolerated at this school and our aim is to end it, not to make matters worse.
- We treat all information sensitively and only use it as a basis for action when appropriate.

Reporting and Sanctions

Sanctions used in our school are those also referred to Level 3 Actions according to our Behaviour Policy and also depending on the extent, and seriousness additional measures may be taken. Indicatively:

- a) Parents of both parties will be contacted
- b) Formal Caution issued and Case discussed
- c) Short term exclusion from school/branch
- d) Close Lunchtime supervision of students involved
- e) Monitoring and reporting over time incidences related thought to be bullying related
- f) Permanent exclusion if persistent and beyond solving despite Staff/Headteacher/Management Board efforts to address bullying and to provide support
- g) Request for the perpetrator to be moved to another branch
- h) Anti-Bullying Assemblies and open discussions in class
- i) Police to be informed in those cases where the bullying case is

Links with other policies

This policy is linked with the following policies:-

Behaviour / Child protection/ Safe guarding procedures Equal opportunities

