



# PRESTFELDE

## **PRESTFELDE ANTI-BULLYING POLICY**

This policy takes into account the following documents, these policies work together to safeguard children at Prestfelde school including Boarding and Co-curricular and therefore should be read in conjunction with one other:

- Prestfelde Safeguarding Policy - Keeping Children Safe 2021
- Positive Behaviour Policy and procedure
- Acceptable Use Policy – e-safety
- Equal Opportunities – Equality Act 2010
- Supervision Policy
- SMDCS Policy
- GDPR Policy
- PSHE Policy and Medium-term plans

### **AIMS AND OBJECTIVES**

At Prestfelde School, our community is based upon respect, good manners and fair play.

We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation, so that they can learn in a relaxed, but orderly, atmosphere.

All pupils should care for and support each other.

Prestfelde School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Prestfelde School in maintaining high standards of behaviour. It is essential that school and our pupils' homes have consistent expectations of behaviour and that they co-operate closely together.

Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request / on

request and for perusal in the school office during the school day. It is also available and known to staff and boarders, including junior and recently appointed staff.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

This policy applies to all day and boarding pupils in the school, including those in the Early Years Foundation Stage.

## **DEFINITION OF BULLYING**

"Bullying may be defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally*". Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (see references).

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape).

Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

### **Bullying can be, but not limited to:**

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Prejudice against Protected characteristics** prejudice- based language will not be tolerated. This may include:
  - **Racist:** racial taunts, graffiti, gestures
  - **Sexual:** Unwanted physical contact or sexually abusive comments
  - **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

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

### **Other vulnerable groups include:**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **CYBERBULLYING - DEFINITION**

Mr Bill Belsey, the creator of the web site: [www.cyberbullying.org](http://www.cyberbullying.org) defined this unpleasant and particularly intrusive phenomenon in the following terms:

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying can involve Social Networking Sites, like Bebo, Facebook and Myspace, emails and mobile phones used for SMS messages and as cameras.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

## **THE SCHOOL'S RESPONSE TO BULLYING**

At Prestfelde School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school's policy is on bullying and what they should do if bullying arises.
- Heightened awareness and alertness related to bullying where it involves any of the protected characteristics, ensuring that prejudice-based language is not tolerated.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in Prestfelde School.

### **Staff Responsibilities**

- To implement procedures to confront bullying of any form.

- Remain calm.
- To listen to all parties involved in incidents.
- Follow Behaviour Flow Chart
- To investigate incidents promptly and as fully as possible.
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate.
- To promote the use of interventions which are least intrusive and most effective.
- To take appropriate action and to refer to SMT/DSL as appropriate.

## **SIGNS OF BULLYING**

A student may indicate emerging patterns of behaviour that identify that he or she is being bullied. These signs are quickly and responsively identified by teachers and adults in charge of the children throughout the daily routine. All adults are daily aware of these possible signs and will automatically follow Prestfelde policies and procedures to ensure action is taken swiftly and effectively to prevent further incidents of bullying. See procedures below and Appendix flowchart.

Examples of the signs that a child may be being bullied could be:

- Is frightened of walking to or from their school.
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- Is unwilling to go to school.
- Becomes withdrawn, anxious, or lacking.
- Changes in behaviours
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags and other belongings suddenly go missing or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches etc
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by teachers with parents.

All reported cases of bullying incidents are recorded as such, to be able to monitor and evidence a pattern of behaviours and/or incidents over time.

Although bullying is often described as happening over time, each incident recorded and monitored may be one incident within a pattern or the start of a pattern.

## **PROCEDURES**

1. Report bullying incidents to staff, Head of Year/School, SMT or SLT
2. In particular cases of bullying, the incidents will be recorded by staff via Class Charts.
3. In particular cases parents should be informed and will be asked to come into a meeting to discuss further.
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
5. An attempt will be made to help the bully (bullies) change their behaviour.
6. See Behaviour Policy and appendix flow chart.

Other intervention and support which supports an understanding of Bullying and Prestfelde School expectations:

### **Support for Pupils** (including boarders and our youngest pupils)

- Pupils are briefed thoroughly on the school's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- We use appropriate assemblies to explain the school policy on bullying.
- Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight anti-bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing positive social skills.
- All our pupils are encouraged to tell a member of staff at once if they know bullying is taking place, in line with our policy on whistleblowing.
- We have a trained counsellor, providing specialist skills of assessment and counselling, employed by the school who can work 1:1 with children and staff. She is available to give advice and counselling support to pupils who can refer

themselves to her when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil to her.

- The School Chaplain, will give support and guidance to pupils of all faiths who may be referred by school or are able to refer themselves to him. The Chaplain will provide advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- Staff are always on duty at times when pupils are not in class with their teacher and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour. See Supervision policy.

### **Boarding House support**

- In the boarding house, there is a strong team of tutors supporting the House Master/Mistress and the Matron, who act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. A member of the boarding house staff is always on duty to supervise the pupils.
- Our Medical Centre and our boarding house display[s] advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, NSPCC, Shropshire Safeguard Team, and Children's Rights Director.
- All pupils have access to a telephone helpline enabling them to call for support in private.
- Children have access to the Prestfelde Independent listener.
- We provide leadership training to our Head Boy/Girl and their team of monitors/heads of House]/senior pupils which specifically covers the importance of offering support and assistance to both younger and vulnerable pupils. This also covers identification and support for instances of bullying.
- We have banned initiation ceremonies designed to cause pain, anxiety or humiliation.

### **Support for staff**

- All members of staff, especially new members of staff, are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their first week at Prestfelde School. They are required to read and sign that they understand the school's policy as part of their induction.
- All reported incidents are recorded, investigated and monitored via Class Charts.
- Records of any incidents are kept securely on Class Charts in order that patterns of behaviour can be identified and monitored weekly.

- We have a strong and experienced pastoral team of Form Tutors, Heads of School, and Year support the Deputy Head, who meet weekly and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- The pastoral team gives support and guidance to the wider staff team by advising and supporting the handling of any bullying incidents, with regard to following school procedures, investigations, collating statements from both victims and bullies and logging within the whole school system.
- Weekly department staff meetings have a pastoral and wellbeing section to each agenda.
- INSET sessions are held regularly to ensure a cohesive way of working. This may be lead internally or using outside experts.
- Our trained Designated Safeguarding Lead is an important part of our pastoral support team.
- We encourage close contact between the House Master/Mistress and parents/guardians, and would always make contact if we were worried about a pupil's well-being.
- All boarders and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's web site. All boarders know how to report anxieties to their House Master/Mistress or to another member of the pastoral team.

### **Support for Parents**

- Behaviour and Anti Bullying policy and procedures accessible via the School website for all parents.
- Parents are supported in understanding what bullying is and how they can contribute to the prevention of bullying with particular reference to on-line bullying. A monthly newsletter is circulated to update and support parents in understanding the dangers on-line and how they can safeguard their children effectively at home.
- Annual on-line safety talk for parents from an external provider.
- We foster respectful and open communication with our parents to ensure that we support the whole child's needs, both socially and emotionally.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.

- Termly parent forums.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## **CYBERBULLYING - PREVENTATIVE MEASURES**

In addition to the preventative measures described above, Prestfelde school understands and is aware that bullying can take place wholly online:

See Acceptable Use Policy

- Prestfelde school expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- Deputy Head Pastoral (DSL) in line with safeguarding role, works alongside our IT department, in monitoring the safe use of the school on-line systems and equipment.
- We use SENSO to monitor, manage and filter any inappropriate, concerning on-line behaviours or usage. This system alerts us to any possible safeguarding issues.
- All children, parents and staff sign up to agree with our 'Acceptable Use policy' before being linked to the school network.
- To build confidence and resilience in our children and their use of ICT, they take part in regular IT workshops where they discuss internet safety and how to use technology effectively and safely at the start of each year. This is called our ICT Bootcamp. This is both internal through ICT lessons, taking part in National Internet Safety days and campaigns as well as inviting in external providers.
- Within Firefly there is a concern button where children are empowered to whistle blow if they are concerned about anything they see or experience. This is overseen by the Head of ICT and reported within Class Charts to build a chronology of events and overseen within the pastoral teams weekly meeting. If the incident is deemed serious then the incident is reported directly to the Deputy Head Pastoral.
- A monthly Internet Safety newsletter is shared with parents to support them in keeping their children safe on-line. This is promoted within the weekly newsletters and via Firefly.
- The management of personal data in line with statutory requirements is vitally important to us at Prestfelde – please refer to our GDPR policy.
- All records identify where bullying incidents are related to protected characteristics as this can help evidence other areas of the regulation such as the Equality Act and SMSC.
- May impose sanctions for the misuse, or attempted misuse of the internet.

- Issues all pupils with their own personal school email address. [Access to sites such as 'Hotmail' is not allowed inside school].
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed in washing and changing areas, or in the bedrooms of boarding houses.

## **PROCEDURES FOR DEALING WITH REPORTED BULLYING**

If an incident of bullying is reported, the following procedures are adopted: Please refer to Appendix flowchart.

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved in line with policy and procedures.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the procedures in line with agreed Prestfelde policies and procedures – see flowchart.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded within Class Charts using the Prestfelde incident form. This will be saved centrally.
- If the incident is deemed a safeguarding concern, the incident will be managed in line with our Prestfelde Safeguarding policy and procedure. If the incident is deemed as reportable then this will then be signed and dated before it is given to the Deputy Head who is responsible for keeping all records of bullying and other serious disciplinary/safeguarding offences, securely in a locked cabinet in his/her office.
- The incident will be discussed within the weekly pastoral meeting.
- The Deputy Head will inform the tutors, House Master/Mistresses of both the bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Head should be informed.

- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Positive Behaviour Policy; for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- Consideration of the wellbeing and welfare of the bully will be established and considered. This may include support via our in-house counsellor and/or intervention. It is important to understand the reason behind the actions of the bully so that these can be addressed fully.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support will be sought.
- A way forward, including disciplinary sanctions and counselling, will be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Positive Behaviour Policy.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place with agreed timelines at this meeting – see Flowchart.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Prestfelde School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

### **Reported case of bullying by staff**

In the case of a bullying accusation against a member of staff, the School would follow this procedure in the same way, taking care to:

- Ensure that all safeguarding procedures are followed – see Safeguarding policy.
- Safeguard the child at all times.
- Establish a chronology of evidence

- Refer to the Staff handbook with regard to competency and disciplinary procedures.

## **Outcomes**

The bully (bullies) may be asked to genuinely apologise. Other consequences such as those in our behaviour policy may take place.

- Assertive training
- Counselling (Mentor, SLT, other)
- Use of home / school communication books.
- Involvement of external agencies
- Monitoring by Mentor/Learning support
- Peer support/peer mentoring
- Formal recording (racism/homophobia)
- Use of behaviour contract.
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered.
- If possible, the students will be reconciled.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **EYFS CHILDREN**

Even the youngest children are encouraged to behave towards each other with kindness and consideration.

Little Prestfelde's chapels focus upon the value of the month with examples of how they can foster positive behaviours towards each other. This includes explicit teaching about Bullying behaviours and how unacceptable these are. Children at this early age start to understand what bullying is.

Respect and empathy form a large part of the teaching and on-going pastoral expectations throughout the routine. All adults within the community share information from observations and incidents via ISAMS Class Charts and weekly staff meetings. Any concerns or issues become a whole staff focus through observation and developmentally appropriate intervention.

Children learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. See EYFS curriculum policy and Positive Behaviour policy.

Emma Thelwell, the Head of Little Prestfelde, is in day-to-day charge of the management of behaviour in the Early Years Department.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions. On-going day to day communication with home is essential.

Occasionally, a child may be spoken to by Emma Thelwell the Head of Little Prestfelde alongside their class teacher, who will explain the inappropriateness of a particular action, but such instances are rare. Parents are always informed via a face-to-face conversation at the end of the day or a phone call home. If it has not been possible to contact the parents directly then a note via email explaining that their child's class teacher wishes to make contact.

In cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the school to discuss the situation with their child's teacher and the Head of Little Prestfelde, to agree upon a partnership approach and strategies to rectify and resolve the behaviour. We believe that early intervention and partnership with parents is key in teaching the children how to be a good citizen for the future.

## **COMPLAINTS PROCEDURE**

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

If bullying continues and you are not satisfied with the school's response, then contact the parent governor:

Safeguarding Link Governor  
Mr Rex Sartain  
01743 245 400

Other alternatives for support are:

- A friend
- An older pupil
- Your form tutor
- Matron
- The Head
- The Designated Safeguarding Lead (Mr Haswell)
- Parents
- The Chaplain
- Childline – 08001111
- NSPCC – 0808 800 5000
- Office of the Children's Commissioner (OCC) - 0800 528 0731
- [www.kidscape.org](http://www.kidscape.org)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.rights4me.org](http://www.rights4me.org)

The school supports initiatives such as 'Anti-bullying week' Safer Internet week and 'Cyber bullying awareness'

APPROVED DATE	September 2021		
REVIEW DATE	September 2022		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Mr Rex Sartain



# Prestfelde Anti-Bullying Flowchart

Ensure that records identify where bullying incidents are related to **protected characteristics**.

**Zero Tolerance Anti Bullying Culture at Prestfelde School**  
 We encourage and expect all parties to report any concerns they might have.  
**Who to contact**  
 Class/Form Tutor  
 Head of school  
 Head of Year  
 Deputy Head Pastoral – Mike Haswell  
 Worry Box

**Proactive Strategies to reduce, minimize and stop bullying before it starts.**  
 PHSE Programmes  
 Weekly monitoring of children's wellbeing and chronology of incidents on Class Charts

All reported cases of bullying incidents are recorded as such, to be able to monitor and evidence a pattern of behaviours and/or incidents over time.  
 Each incident recorded and monitored may be one incident within a pattern or the start of a pattern.

**Incident Reported**  
 Input into Class Charts recording children involved, date, time and type of incident.  
 Overseen and analysed/monitored by Form Tutors

Parents and Pupils involved informed.  
 HoY, Form Tutor/Teacher/TA informed  
 Pastoral Lead MH informed  
 Gov informed if race related.

1 school day

**Investigation**  
 Facts established  
 Pupils spoken to separately  
 Statements taken and uploaded to the evidence trail within Class Charts

Parents and Pupils involved informed.  
 Pastoral Lead informed  
 Gov informed if race related.

2 school days

**Action short term**  
**Sanction:** Reprimand, contact parents, detention, removal from social time, Exclusion, Police.  
**Restorative Approach:**  
 Pair, group, with parents, with Police

Parents and Pupils involved informed of actions.  
 Pastoral Lead informed  
 GOV if race related.  
 Recorded by anti-bullying Coordinator (Pastoral Lead)

Victim support & Objectives for perpetrator put into place

**Issue Resolved**

**Action- Longer Term**

- Referral by Pastoral Team to the Welfare support (Ann)
- Older student mentor assigned
- Counselling planned.

**REVIEW**  
 With parents and children  
 After 1 week  
 After 4 weeks  
 After 3 months  
 If review shows unresolved issues investigation recommences.  
 A termly review will take place with DSL and Safeguarding Governor.

