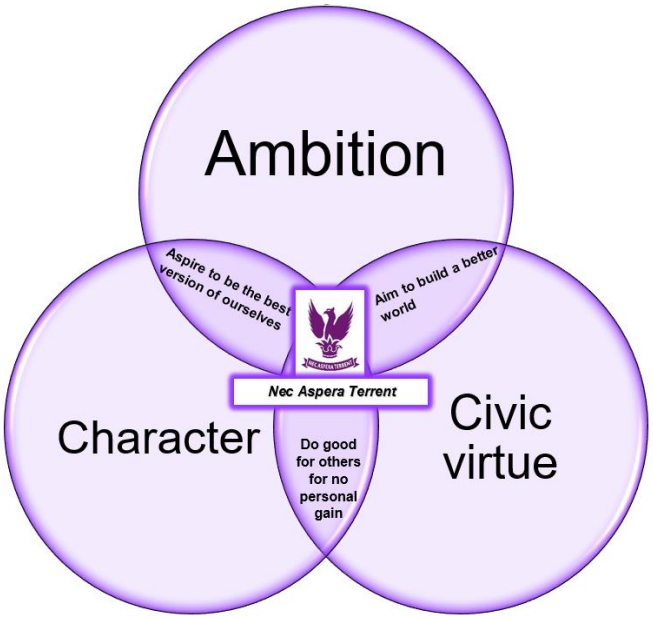
DRAYTON MANOR HIGH SCHOOL

ANTI-BULLYING POLICY

Child on Child Abuse



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This policy should be read in conjunction with:

- Behaviour Policy
- Child Protection and Safeguarding
- Equality
- Home/School Agreement Policy
- Online Safety
- Online Safety Rules and Student Acceptable Use Agreement

1. STATEMENT ON BULLYING AND OUR STUDENT CHARTER

(Prepared by students of the school council and well-being ambassadors)

Everyone has the right to come to school free from any form of intimidation and bullying.

We strive to create a culture based on our core values of Character, Ambition and Civic Virtue. Students must feel safe and respected if they are to learn effectively.
We are a school which has high expectations for our students, it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind.

The school assesses the risks and issues in the wider community when considering the well-being and safety of its students.

Bullying is deliberately frightening or hurting someone else, either physically, verbally or mentally.

1.1 The Law

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to child-on-child abuse. In particular section 89 of the Education and inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and prevent all forms of abuse amongst children. These measures should be part of the schools behaviour policy which must be communicated to all children, school staff and parent/carers
- Gives head teachers the ability to ensure that children behave when they are not on school premises or under the lawful control of school staff

The **Equality Act 2010** which has three aims:

- Eliminate unlawful discriminations, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. Schools are required to comply with 2010 Equality Duty.

DRAYTON MANOR TEAM CHARTER - LIVING OUR VALUES

Our responsibilities

Your learning – striving for personal excellence	**Our learning – uplifting peers through kindness and support**	**The Learning environment – maintaining a space where everyone can thrive**

These responsibilities are rooted in our school values of Ambition, Character, and Civic Virtue. We aspire to be the best version of ourselves, we aim to build a better world, and we do good for others for no personal gain.

AMBITION – BE YOUR BEST	CHARACTER – FACE CHALLENGES WITH COURAGE AND DETERMINATION	CIVIC VIRTUE – DO GOOD FOR OTHERS FOR NO PERSONAL GAIN
We commit to academic rigour, hard work, and striving for excellence in all we do. We value breadth in our studies and the drive to achieve our very best, both inside and outside the classroom. This means we • Arrive on time, line up quietly if the teacher has not arrived, and enter the room calmly • Sit in the agreed seat, take out our equipment, and start the 'Do Now' in silence • Ask questions respectfully and at the right time • Take pride in the presentation of our work • Learn and work to the very best of our ability • Engage fully in the lesson and follow instructions	We relish fresh challenges and take personal responsibility for our actions and are inspired by our school motto Nec Aspera Terrent – 'Hardships Do Not Deter Us' This means we • Show resilience, courage and determination to overcome personal challenge • Support our classmates and teachers by showing kindness and respect • Celebrate others' successes • Help others when they make mistakes • Keep each other accountable • Let teachers teach without disruption	We act with integrity and build trust. We show honesty, stand up for what is right, and choose to be upstanders, not silent bystanders. We reject injustice, gossip, and rumours, because trust is the foundation of our team This means we • Stand up for our peers and call out banter • Show kindness, encouragement and praise classmates • Celebrate others' successes and support them when they struggle • Keep our space tidy and graffiti-free • Leave the room calmly and ready for what is next

WHEN WE MAKE MISTAKES	INSIDE THE CLASSROOM	OUTSIDE THE CLASSROOM
In every team, people make mistakes. What matters is how we respond. When this happens, we work	Action One Warning - A reminder and chance to reset Action Two Name recorded - Name recorded and a note for	We represent our school in every space, not only in lessons. Whether in corridors, the playground, the dining hall, or on school trips, we uphold the same high standards of respect, responsibility, and integrity. Mistakes outside the classroom are met with calm, consistent steps to help students reflect and reset Action One Reminder - A respectful prompt to correct behaviour and re-engage with expectations Action Two

together to put things right	improvement Action Three –Sent On-call Time to reflect and reset on how to put things right	Recorded Conversation - A discussion with a staff member to reflect on the impact and agree on how to improve. May include a sanction Action Three Reflection Time - For more serious or repeated behaviours, students may be asked to reflect, have restorative conversations to repair relationships. and recommit to our shared values with the support of the pastoral team and parents

DRAYTON MANOR HIGH SCHOOL DIGITAL STUDENT CHARTER

Our values in keeping us safe and well

As a student body, we are clear that we do not accept behaviours which deliberately hurt or upset a member of our community either physically, verbally, or mentally. This includes behaviours which occur in person and online. Our student digital charter reinforces our belief as a student body that the way we conduct ourselves in the virtual world is as important as we do in the real world and that this inappropriate behaviour in this domain can have long lasting effects on members of our community
and serious consequences for us as individuals.

These behaviours can include:

1. Sharing or spreading hateful content online, including spreading gossip or malicious rumours, posting threatening or intimidating messages or other digital content of a similar nature.
2. Do not advocate or by 'commenting' on or 'liking' negative hurtful discriminatingmessages of others.
3. Do not create social media accounts that impersonate or pretend to be others.
4. Using the school email system for anything other than educational purposes.
5. Inappropriately using all electronic devices in school or out of school, which includes playing games, using social media platforms, or searching for harmful or inappropriate content.
6. Sharing inappropriate media which may cause harm to another member of our community.
7. Participating in malicious activities online, which includes hateful comments on social media and within the comment area of any online platform.
8. Distributing malware within the school network or at home.
9. Do not share or give out any personal information or share images or information about others without their consent.

In addition to the above, it is important that we remain safe whilst online and using technology. To help protect our well-being, we recommend adhering to the points below:

1. Ensure all your accounts are set to private and do not allow anyone to follow them who you do not know personally.
2. Only use social media platforms that are age appropriate
3. Unless you are using the internet to assist with your independent studies, limit theamount of time you engage with social media each day to no more than 2 hours.
4. Ensure you do not use your phone or computer within 30 minutes of going to sleep.

5. If you have any concerns involving digital media, please report them to the Designated Safeguarding Lead or a member of staff.
6. Do not share images or information about others without consent.
7. Do not post online content that contains your school uniform

2. DEVELOPING AN ANTI BULLYING SCHOOL ETHOS

We treat bullying in all its forms seriously. An anti-bullying school ethos will be fostered by the anti-bullying education provided in school and the enforcement of the school behaviour policy. The aim is that every student is aware that the school treats bullying seriously and effectively and that this is their experience. To this end, we will take the following action.

- Make students aware that bullying is based on unequal power relations, real or perceived. It will usually be repeated and be difficult to defend against. It is intended to hurt the bullied person emotionally and/ or physically. A consistent message will be delivered from teachers and other students {for example the School Council) of intolerance to bullying, both in what is said and in what is done
- Make students aware of the different forms that bullying might take. It can be done verbally, in writing or using images including through information and communication technology. It can be done physically, financially (including damage to personal property) or through social isolation
- Encourage students to trust teachers, tutors and Heads of Year and other support staff with confidential information
- Encourage confidence that disclosure of bullying will be treated seriously and will lead to positive outcomes
- Make students aware that there will be consequences for perpetrators of bullying behaviour
- Educate students about all of the above through lessons, tutor period, assemblies, daily bulletins and other media which will be used to spread the message within the pervasive Drayton Manor ethos of 'respect'

2.1 ANTI-BULLYING EDUCATION IN THE CURRICULUM

Anti-bullying should take place initially in Year 7 SHINE lessons. Students will be taught about bullying within the framework of Relationships. Teachers should aim to:

- clarify what is meant by 'friendship' and healthy relationships
- consider a range of problems arising from friendship
- consider a range of alternatives in coping with these problems
- consider attitudes towards bullying, and being a victim
- consider and be able to recognise different forms of bullying, e.g. physical, verbal, racist, sexist, homophobic and cyber bullying
- consider strategies open to the person who is being bullied, and to the bully
- raise awareness of the school 'Statement on Bullying'

Students should be taught about assertiveness, as a possible and useful alternative when dealing with difficult situations. Teachers should aim to:

- help students to understand that there is a wide range of ways to react to stressful situations
- make students understand the terms, 'aggressive', 'assertive' and 'passive'
- allow students to practise assertiveness skills
- organise students to work in small groups to encourage personal involvement

Knowledge of the school 'Statement on Bullying and Our Student Charter' should be developed in SHINE lessons and at School and Well-Being Ambassador Council at frequent intervals throughout the year, both to underline its importance and to monitor the attainment of these learning objectives.

Preventative education is most effective in the context of a whole-school approach that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

We as a school have a clear set of values: Character, Ambition and Civic Virtue which are upheld and demonstrated throughout all aspects of school life. These are underpinned by the school behaviour policy and Student Charter.

Students are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

2.2 CYBER BULLYING

What is Cyber bullying?

Technology enhances learning and Drayton Manor High School strives to ensure students get the most from using the Internet by encouraging responsible online behaviour. We take cyber- bullying as seriously as all other types of bullying. Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, seven days a week. Cyber bullying is highly intrusive and the hurt it causes can be very severe. There are many types of cyber bullying. These include

- **Instant messaging (IM).** Unpleasant messages sent using online platforms such as Snap Chat, Whats-app although there are others
- **Websites.** Use of defamatory blogs (web logs), personal websites and online personal "own web space" sites such as lnstagram - although there are others.
- **Text messages.** Messages that are threatening or cause discomfort. Also included here is "bluejacking" (the sending of anonymous text messages over short distances using "Bluetooth" wireless technology)
- **Mobile phone calls.** For example, silent calls or abusive messages; or stealing the victim's phone and using it to harass others; making others believe the victim is responsible.

- **Picture or video-dips via mobile phone cameras.** Images sent to others to make the victim feel threatened or embarrassed.
- **Chatroom bullying.** Menacing or upsetting responses to children or young people when they are in web-based chatroom.
- **Emails.** Threatening or bullying emails, often sent using a pseudonym or somebody else's name.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages {POS - Parents Over Shoulder, TUL - Tell You Later) make it difficult for adults to recognise potential threats.

Students are therefore taught how to

- manage their emotions and mental health when online to understand and manage their digital wellbeing
- understand how to use these technologies safely and know about the risks and consequences of misusing them.
- know what to do if they or someone they know are being cyber-bullied.
- report any problems with cyber-bullying. Students are aware that they can talk to the school, parents, the police, the mobile network {for phone) or the Internet Service Provider (ISP) to do something about it.

The school has an Acceptable Use Policy that includes:

- clear statements about e-communications
- Information for parents one-communication standards and practices in school
- what to do if problems arise
- what's being taught in the curriculum
- Support for parents and students if cyber-bullying occurs by assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence

Advice for students who may become a victim of bullying by mobile phone or over the internet:

- Don't give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.

There's plenty of online advice on how to react to cyberbullying. For example, **www.kidscape.org** and **www.wiredsafety.org** have some useful tips:

2.2.1 Text or video messaging

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number. To find out how to do this, visit **www.wiredsafety.org.**

- If the bullying persists, you can change your phone number. Ask your mobile service provider.
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyberbullies. You don't have to read them, but you should keep them as evidence.
- Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

2.2.2 Phone calls

If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they can't get you rattled, callers usually get bored and stop bothering you.

- Always tell someone else: a teacher, parent, or carer. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone.
- Never leave your phone lying around.
- When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not.
- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering it.
- Don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again.
- Almost all calls can be traced. If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police and take the recording too.

2.2.3 Emails

- Never reply to unpleasant or unwanted emails ('flames') - the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider {ISP) by writing abuse@ and then the host, e.g. **abuse@hotmail.com**

- Never reply to someone you don't know, even if there's an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

2.2.4 Web bullying

- If the bullying is on a website (e.g. lnstagram) tell a teacher, parent or carer, just as you would if the bullying were face-to-face - even if you don't actually know the bully's identity.
- Serious bullying should be reported to the police - for example threats of a physical or sexual nature. Your teacher, parent or carer will help you do this.

2.2.5 Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password online.
- It's a good idea to use a nickname.
- Don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.
- Don't ever give out passwords to your mobile or email account.

2.3 Sexist, sexual, homophobic and transphobic bullying

Sexist, sexual, homophobic and transphobic bullying, like all other forms of bullying, are taken very seriously. These types of bullying may affect both boys and girls. Demeaning and sexist language is unacceptable in both the school community and the wider society and must be challenged by all staff and students.

2.3.1 What are they?

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying

This is bullying that has a specific sexual dimension and it may be physical, verbal or non-verbal/psychological.

Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to humiliate or intimidate.

It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools.

Homophobic bullying

Any hostile or offensive action against lesbians, gay males, bisexual or questioning people or those perceived to be lesbian, gay, bisexual or Gender questioning.
These actions might be

- verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening refusing to work or co-operate with others because of their sexual orientation or identity

Transphobic bullying

Transphobic bullying stems from a hatred or fear of people who are gender questioning.

Gender questioning children commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity rather than to their biological body.

An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance'.

2.3.2 Examples of sexist, sexual, homophobic and transphobic bullying behaviours may include:

Physical

- using or threatening physical or sexual violence or strength to coerce
- taking or destroying the property of a pupil
- forcing the removal of clothing
- forcing someone to do something sexual that they don't want to do
- inappropriate touching which makes a pupil uncomfortable
- gestures towards others that have a sexual meaning

Verbal

- ridiculing another pupil perhaps for their behaviour, clothing or appearance
- putting someone down or seeking to intimidate them using humiliating, or offensive sexist, sexual, homophobic or transphobic language - the reversal of pronouns, for example, is common transphobic bullying: 'he/she' and the inappropriate use of the word 'gay' to mean things that are negative is a common example of use of homophobic language

- spreading rumours of a sexual nature, using sexually abusive terms or sexualised name calling
- commenting on body shape or 'attractiveness'
- questioning sexual orientation or gender identity
- unwanted comments that reinforce common stereotypes
- restricting access to opportunities

Non-verbal/psychological

- the display or circulation of pornographic images, or exposure to images of a sexual nature
- badges displaying innuendo or offensive language
- exclusion from groups or activities
- graffiti

2.4 Safeguarding and encouraging a tolerant community

Due to the serious nature of sexist, sexual, homophobic, bi-phobic and transphobic bullying, staff must immediately notify the school's Designated Safeguarding Lead if an incident of this nature should occur in case safeguarding procedures need to be implemented. Students who are aware or suspect that sexist, sexual, homophobic, bi- phobic and transphobic bullying is taking place they must notify a member of staff or the Child Protection Officer immediately.

Always challenge the use of the word 'gay' to mean things that are negative. Regardless of the intention behind it, it is never acceptable to allow young people to use a word which means someone's identity to mean things that they don't like. Widespread use of the word also makes it impossible for young people who need to ask for help because they are gay to do so.

2.5 Racist bullying What

is racist bullying?

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel discriminated against, unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, language, culture, faith community, national origin or national status.
This can also be described as racism.
Racism can take many forms from direct harassment (e.g. racist name calling or physical bullying) to indirect and institutional racism (e.g. failure to recognise racism as a social problem because the problems faced by minority ethnic pupils are due to them as individuals). Racism can occur between any ethnic groups.
The distinctive feature of racist bullying is that a person is attacked not as an individual, but as the representative of a family, community or group. This has three particularly harmful consequences:
Other members of the same group, family or community may be made to feel threatened and intimidated as well.

Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. {Adapted from DfES, Countering Racist Bullying)

Dealing with racist bullying

All incidents of racist bullying must be referred to the Head of Year in the first instance.

3. DEALING WITH INCIDENTS OF BULLYING

Bullying will be **challenged** and **sanctioned** in line with the school behaviour policy. Bullying should be regarded as a 'severe problem', or as 'serious disruption'. A 'severe problem' is where the bullying is not interfering with the work of other students or likely to lead to a major confrontation. In this case the problem should be fully documented and referred to the Head of Year. Serious cases should then be referred to the relevant Deputy Head.

The following action should be taken in all cases:

- All incidents of bullying to be treated seriously
- Make sure the victim is supported
- Make sure that the alleged perpetrator knows that the offending behaviour will not be tolerated
- Make sure any witnesses know that the behaviour will not be tolerated
- Explain clearly why the behaviour is unacceptable generally and in the context of the ethos of the school
- Identify who will be following up the incident
- Keep a written record of the incident, investigation and outcomes
- Inform parents or carers of the victim, and explain what action will be taken by the school
- Inform parents and carers of the perpetrator, and explain what action will be taken by the school and what is expected of them
- **If appropriate** arrange for longer term support and counselling of the victim through existing school procedures
- **If appropriate** arrange for a longer term preventative work with the perpetrator through existing school procedures
- If the bullying has a racist element, refer to 'Reporting Racist Incidents Policy'

3.1 Serious Disruption

'Serious disruption' is where the bullying is interfering with the work of other students, or likely to lead to a major confrontation. In this case the perpetrator should be sent 'on call' and the victim dealt with in an appropriate and sensitive manner.

3.2 The Bully

- an 'on-call' slip should be completed on SIMs BehaviourWatch
- the student should be sent to the Focus Consequence Room, and should fill in details on a statement sheet
- the teacher should check at the end of the period that a student did report to the Focus Consequence Room
- the teacher should fill in details of the bullying on the statement sheet
- the student should be sanctioned by the Head of Department or Head of Year
- the statement sheet should be forwarded to the Head of Year with details of the departmental sanction *to be* imposed by the end of the day to enable the incident to be dealt with promptly

- the class teacher, tutor and Head of Year should monitor the interactions of this student with peers in future lessons and unstructured time

Repeated incidents of bullying or severe cases of bullying may lead to exclusion. (See Behaviour Policy)

3.2.1 The Bully: Options available to Head of Year include:

- interview
- interviews with witnesses
- racist incident - For guidance refer to Reporting Racist Incidents Policy.
- written apology from bully put in both files
- apply sanctions in line with the school Behaviour Policy
- phone call or letter home
- referral to Inclusion Faculty
- referral to Deputy Head
- referral to School Nurse depending on perceived causes
- referral to External Agencies - Counsellor, Educational Social Worker or Psychologist or helpline eg Childline, Youth 2 Youth, Bullying Online.
- follow-up interviews every 2 weeks
- suspension
- meeting with parents
- permanent exclusion **(persistent bullying)**

3.3 The person who is being bullied: Options available to the Head of Year include:

- interview
- interviews with witnesses
- sharing of strategies to support the student
- phone call home
- advice on keeping a 'bullying log'
- referral to school nurse depending on perceived causes
- referral to Peer Mentoring Scheme or
- referral to External Agencies or helpline eg. Childline
- follow-up interviews every 2 weeks
- meeting with parents

3.4 ENGAGING WITH PARENTS AND CARERS

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will

- make sure that key information {including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for students, both on and offline.

3.5 Roles and Responsibilities

3.5.1 Students	Report to a responsible adult any bullying or suspicious activity that they experience or witness immediately
3.5.2 All Staff	Be alert of signs of bullying behaviour, including a pattern in behaviour, attendance, punctuality, achievement, contributions in lessons and around the school Be available for students to talk through issues with outside lesson time Be mindful of seating plans, and groupings in lessons and activities that might lead to incidents Be proactive on all duties and noticing any students who seem isolated or withdrawn. Pass on concerns or issues immediately to the Designated Safeguarding Lead and Year Team Use the behaviour policy consistently at all times Use all opportunities to reinforce expectations based on our values.
3.5.3 Heads of Year	Responsible for establishing a culture that there is zero tolerance for bullying and child on child abuse at school Responsible for delivering assemblies and individual support to students Responsible for organising mentoring where needed Responsible for reporting to parents
3.5.4 Pastoral/ Safeguarding Lead	Monitor the usage of IT and respond to possible instances/ signs of bulling

3.5.5 SHINE Lead/ Teachers	Responsible for ensuring anti-bullying, equality and inclusion is taught through the curriculum
3.5.6 Parents/ Guardians	Notice any signs that a child might be subject to bulling. These include: - Regularly feeling unwell in the morning, and being reluctant to go to school - money or possessions going missing - asking for more pocket money for no particular reason - unexplained cuts or bruises - torn clothes - increased levels of anxiety - a sudden and sustained change in behaviour. For example, becoming tearful, bad tempered or unhappy, a change in sleeping patterns - a change in friendship groups, or a reluctance to talk about friends - unusual or worrying online activity. For example, searches that relate to depression, self-harm or violence towards others Report suspicions of bulling and child on child abuse to staff immediately

Appendix 1
Date

Address

Dear

As you are aware the school has a number of policies to promote learning and good behaviour. These policies include a Statement on Bullying and Student Charter , prepared by the students themselves at the School and Well Being Council. Unfortunately, I have to inform you that NAME has been referred to me for bullying
another student (for some period of time.) ****as appropriate***

As NAME Head of Year I have spoken to NAME about this, but I feel that it is important that you also talk to NAME at home about the wholly unacceptable nature of this type of behaviour.

Although I do not intend to take any further action at this stage, I have explained to NAME that any repetition would be dealt with as a very serious matter.

I enclose a copy of the School's Statement on Bullying, but please contact me at the school if you would like to discuss the matter further.

Thank you for your co-operation.

Yours sincerely

Head of Year

Appendix 2

BULLYING INCIDENT REPORT (form 1: copies to students' files)

Name/s of victims	
Tutor Group	
Name/s of alleged bully/s	
Tutor Group	
Incident reported by	
Incident reported to	
Author of this report	
Date of incident	
Date of report	

Type of behaviour reported	**One-off** Tick as appropriate	**Frequently** Tick as appropriate
Verbal abuse, name-calling, insults, hurtful comments or jokes		
As above: Racist		
Verbal bullying, threats and intimidation		
Ridiculing and stereotyping comments, based on culture, religion, ethnicity		
Making racist comments in discussion or intervention		
Inciting others to racist behaviour		
Ostracising and excluding from friendship groups		
Damaging belongings		
Refusing to work with or sit next to another student		
Stealing money or other items		
Spreading rumours		
Damaging personal property		
Silent or abusive phone calls/ messages/ texts/ pictures or video clips		
Offensive emails, posting insulting messages on the internet or by IM, Chatroom Bullying, Use of websites to post offensive messages or images		
Offensive graffiti		
Ridiculing of positive policies Eg: Homophobic bullying		
Physical violence		
(Other)*		

Appendix 3

DRAYTON MANOR HIGH SCHOOL

DRAYTON MANOR HIGH SCHOOL

Bullying Incident Report (form 2: copies to students' files)

Name of victim _____ Tutor Group _____

Name of bully _____ Tutor Group _____

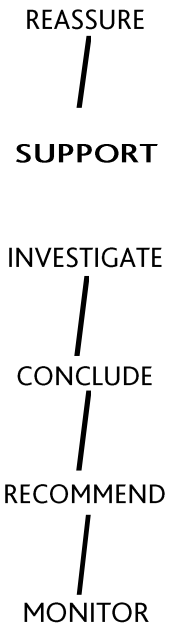
DETAILS OF THE INCIDENT (if you wish or need to make a fuller record of what happened please attach a sheet of this form)
DETAILS OF INITIAL ACTION TAKEN TO SUPPORT THE VICTIM/S
DETAILS OF INITIAL ACTION TAKEN IN RESPECT OF THE BULLY
ACTION TAKEN TO SUPPORT THE WITNESS/S
ANY OTHER ACTION TAKEN IN THE SCHOOL AS A RESULT OF THE INCIDENT
WAS THIS A RACIST INCIDENT? (refer to Reporting Racist Incidents Policy)

IMPACT ON SIBLING

DRAYTON MANOR HIGH SCHOOL

APPENDIX A

RESPONSE TO CHILD-ON-CHILD INCIDENTS OR BULLYING



STEP 1: Reassure

Reassure the child and stakeholders that their concern will be taken seriously. Let parents or carers know that the matter has come to our attention and that the school will be investigating. Give clear timescales to the family and child and keep them updated at regular intervals.

STEP 2: Support

Ensure support is offered to the child and family while the matter is being investigated. Is a session with the counsellor or a check-in with a member of pastoral staff necessary? Check the child feels comfortable being in circulation. It is likely that the alleged perpetrators will need to be out of circulation pending investigation. It is also possible that the alleged perpetrator may need support.

STEP 3: Investigate

Take statements from all student and staff witnesses. Determine whether follow-up interviews are required and keep notes which should be dated and signed by staff or students as an accurate record after checking. Check whether CCTV footage has captured the incident.

STEP 4: Conclude findings

Once the investigation has been finished, the Investigating Officer should draw together the evidence and form a conclusion based on their findings.

STEP 5: Make recommendations

The investigating Officer will then be required to make recommendations based on their findings. This may include:

- Suggested sanctions for all those involved.
- Recommendations regarding support for those involved e.g. counselling, Pastoral Support Worker session, recommendations on student grouping
- Informing other members of staff, and asking them to continue to monitor these actions, including continued monitoring.
- Make it clear to victim who to contact if there are any recurrences and the importance of doing so promptly.
- Meet or speak with family regarding the outcome and expectations.

STEP 6: Continued stakeholder care

Even though the initial incident may be concluded, those involved are likely to require continued support and monitoring. The victim should be spoken to on a regular basis, monitor the situation and even once the matter appears to be completely resolved, there should be a check-in one month, three months and six months later with the student and parents