



NERROLS

# **Nerrols Primary School and Nursery**

## **Anti-Bullying Policy**

A handwritten signature in black ink, appearing to read 'K. Blocker'.

**Signed:**

**Head teacher**

A handwritten signature in black ink, appearing to read 'C. Jones'.

**Signed:**

**Chair of Governors**

**Date Approved: 29 April 2019**

**Next review: February 2022**

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## **Anti-Bullying - Students Policy**

### **1. Introduction**

- 1.1 Nerrols Primary and Nursery is part of the Richard Huish Trust (RHT). The Trust sponsors a number of schools in the Taunton area and is linked to Richard Huish Sixth Form College.

### **2. General Principles**

- 2.1 The Trust accepts that bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at schools.
- 2.2 The aim of the Anti-Bullying Policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by students. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

### **3. Statutory Duties of Schools**

- 3.1 Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.
- The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
  - The Equality Act 2010 makes it unlawful for schools to discriminate against, harass or victimise a student. The Public Sector Equality Duty (PSED) 2011 requires public bodies to have due regard to advance equality of opportunity between people who share a protected characteristic and people who do not share it and foster good relations between people who share a protected characteristic and people who do not share it.
  - Regard should also be given to the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986

#### **3.2 Safeguarding Children and Young People**

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern – under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

### 3.3 Peer on Peer Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously.

Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault
- sexting, including pressuring another person to send a sexual imagery or video content
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to children’s social care. The DSL will then work with children’s social care to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of *Keeping Children Safe in Education*.

### 3.4 Criminal Law

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.

## 4. Scope of this Policy and Links to Other Policies

4.1 This Policy covers:

- i. bullying of students by students within the Academy;
- ii. bullying of and/or by students outside of the Academy, where the Academy is aware of it.

4.2 Allegations about bullying of students by staff will be dealt with under The Management of Allegations Against Staff Policy.

## 5. Definition

5.1 Bullying is defined as any behaviour by an individual or group that:

- i. is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it;
- ii. happens more than once - there will be a pattern of behaviour, not just a ‘one-off’ incident;
- iii. involves an imbalance of power - the person being bullied will usually find it very hard to defend themselves.

5.2 It can be:

- i. emotional, e.g. being unfriendly, excluding, tormenting, threatening gestures;
- ii. physical, e.g. kicking, hitting, taking and damaging belongings;

- iii. verbal, e.g. name calling, taunting, threats, offensive remarks including homophobic, racist and sectarian;
  - iv. relational, e.g. spreading nasty stories, gossiping, excluding from social groups;
  - v. intimidation and harassment, e.g. pressure from members of a group against an individual creating a feeling of unease or fear;
  - vi. cyber/virtual bullying, e.g. gaming, texts, e-mails, picture/video clip bullying, Instant Messaging (IM).
- 5.3 The Trust recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs or because a child is adopted, in care or has caring responsibilities. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying.

### **Cyber – bullying**

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## **6. Preventative Measures**

The Academy will:

- i. curriculum, assemblies and informal discussion, as appropriate, in an attempt to eradicate such behaviour;
- ii. participate in national and local initiatives such as Anti-bullying Week;
- iii. seek to develop links with the wider community that will support inclusive anti-bullying education;
- iv. raise awareness of the nature of bullying through inclusion in core projects via the consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources,

- v. involve parents to ensure 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,
- vi involve students. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders,
- vii create an inclusive environment,
- viii have regard to the SEND Code of Practice: 0 to 25 years, which sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support.

## 7. Identifying and Reporting Concerns about Bullying

- 7.1 The Academy will ensure that students are provided with the information in **Appendix 1 “Anti-bullying Information Sheet for Students”** and that students are aware of the procedures to follow if they are being bullied. Students should feel that they can report bullying which may have occurred outside school including cyber-bullying
- 7.2 All concerns about bullying will be taken seriously and investigated thoroughly.
- 7.3 Students who are being bullied may not report it; however, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Academy. Academy teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this Policy. 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 and that their mechanisms for reporting are accessible to all.
- 7.4 All students will be encouraged to report bullying by:
  - i. following the guidance set out in **Appendix 1 “Anti-bullying Information Sheet for Students”**;
  - ii. talking to a member of staff of their choice.
- 7.5 Staff who are being bullied by students should report it to their immediate line manager
- 7.6 Parents/carers who have concerns about their child being bullied should raise the concerns with their child's teacher. This person will seek to resolve the matter and will keep the parent/carer informed of progress.

## 8. Responding to Reports about Bullying

- 8.1 The Academy

The Academy will take the following steps when dealing with concerns about bullying:

- i. if bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it;
- ii. a clear account of the concern will be recorded on the **Bullying Incident Form (see Appendix 2)** (or similar electronic system) and given to the Senior Lead for Behaviour and Safeguarding.
- iii. the Senior Lead for Behaviour and Safeguarding or other member of the Senior Leadership Team will interview everyone involved and keep a detailed record, as a continuation of the **Bullying Incident Form (Appendix 2)**. This will be held in line with the Academy’s data protection policy/practice;
- iv. support staff will be kept informed and if the bullying persists the support staff will advise the appropriate teaching staff;
- v. parents/carers of both the perpetrating student and the student being bullied (and other relevant adults, where appropriate) will be kept informed;
- vi. where bullying occurs outside the Academy, the Senior Lead for Behaviour and Safeguarding will consider the guidance outlined in **Appendix 3 “Bullying Outside School”** and where deemed to be necessary will inform any other relevant schools or agencies (e.g. youth clubs, transport providers) about the concerns and any actions taken;
- vii. punitive measures will be used as appropriate and in consultation with all parties involved;
- viii. the situation will be monitored and reviewed after one month by the Senior Lead for Behaviour and Safeguarding to ensure the welfare of all students.

## 8.2 Supporting students who have been bullied

8.2.1 Students who have been bullied will be supported by:

- i. offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- ii. providing reassurance that the bullying will be addressed;
- iii. offering continuous support;
- iv. restoring self-esteem and confidence;
- v. the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate
- vi. reintegration back into mainstream education,
- vii. ensuring they can continue to attend school. In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school straight away, then other arrangements will be explored for the pupil to continue their education.

## 8.3 Dealing with students who have undertaken the act of bullying

8.3.1 Students who have undertaken the act of bullying will be helped by:

- i. discussing what happened;
- ii. discovering why the student became involved, and understanding the motivations;
- iii. educating and encouraging the student to take responsibility for their own actions;
- iv. establishing the wrong doing and need to change;
- v. informing parents/carers to help change the attitude of the student;
- vi. the use of specialist interventions and/or referrals to other agencies where appropriate.

8.3.2 The following disciplinary steps maybe taken:

- i. official warnings to cease offending, verbal and/or written;
- ii. detention, inclusion room;
- iii. exclusion from certain areas of the Academy premises
- iv. confiscation of mobile phones (secondary only)
- v. fixed-term exclusion;
- vi. permanent exclusion.

8.4 **Parents/carers**

- i. Most concerns about bullying will be resolved through discussion between home and the Academy. However, where a parent/carer feels their concerns have not been resolved, they are encouraged to use the **formal Complaints Procedure**.
- ii. Where a student is involved in bullying others outside the Academy, e.g. in the street or through the use of the internet at home, parents/carers will be asked to work with the Academy in addressing their child's behaviour.
- iii. Referral of the family to external support agencies will be made where appropriate.

## 9. Support for staff who are bullied

It is important that schools take measures to prevent and tackle bullying among students. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The department have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

## 10. Monitoring, Evaluation and Review

- 10.1 A senior member of the Academy staff will be identified to lead on the implementation of the Policy. This individual will monitor the effectiveness of this Policy and Procedures and where necessary, through the Principal, make recommendations to the Local Governing Body for improvement.

## 11. Related Policies and Documents

- The Safeguarding and Child Protection Policy
- Keeping Children Safe in Education guidance
- The Behaviour Policy
- The Management of allegations against staff procedure
- The Complaints procedure

## Appendix 1 – Procedures

### Anti-Bullying Procedures for all staff

To be followed by the member of staff who the incident is reported to but ensure that the class teacher and a member of SLT is also informed of the incident.

1. Talk to the victim and record the alleged facts on a behaviour incident form.
  - Suggest ways to make the victim feel happier.
  - Advise the victim about strategies on how to respond to bullying.
2. Talk to other pupils involved and any witnesses and record alleged facts on a behaviour incident form.
  - Encourage the bully to discuss their actions and feelings towards the victim.
  - Make clear that the bullying behaviour is unacceptable.
  - Encourage the bully to take responsibility for their actions and help them change their behaviour.
3. Victim and bully meet together with investigating adult; agreed actions are reiterated by both parties.
4. Inform victim and bully's parents/carers of the incident.
5. Both parties report back to adult at regular intervals.
6. Alert all staff via team meeting and briefing meeting. Monitor closely to ensure that there are no further incidents

### Outcomes

1. The bully/bullies will be asked to genuinely apologise and further sanctions may take place.
2. If possible the pupils will be reconciled.
3. After the incident/s has been dealt with continue to monitor closely to ensure that there are no further incidents
4. Refer to Child Protection procedures if there are any safety concerns.

### Prevention

We will use various methods for helping to prevent bullying:

1. The development of Class Charters at the beginning of each academic year which are displayed and referred to regularly.
2. PSHE lessons which focus on behaviour, feelings and relationships.
3. Regular assemblies which focus on behaviour, feelings and relationships

4. An annual 'Respect Week' in November with a focus on respectful relationships and anti-bullying.
5. Online Safety lessons taught regularly and an e-safety charter which is displayed in classrooms and referred to regularly.
6. Peer mediators on the KS2 playground to help resolve conflicts.
7. Discussions in class about what bullying is and what to do if you are being bullied.
8. Worry boxes in classrooms.

## Appendix 2

### Anti-bullying information sheet for students

#### Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

This Academy does not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

#### What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another student

If you have been bullied:

- tell a teacher or another adult in your Academy
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already.

If you find it difficult to talk to anyone at the Academy or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**.

1-2-1 Counsellor Chat on [childline.org.uk](https://www.childline.org.uk) can give you help and support on line  
<https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

## Appendix 3

### BULLYING INCIDENT FORM

Student Name: \_\_\_\_\_

Form: \_\_\_\_\_

Date of report: \_\_\_\_\_

Name of individual completing the report: \_\_\_\_\_

**Brief account of incident:**

**Actions taken to date:**

- 
- 
- 

**Brief account of information provided to parents/carers of student being bullied, including date of when the information was provided:**

**Brief account of information provided to parents/carers of student who carried out the bullying, including date of when the information was provided:**

## Appendix 4 Bullying Outside School: Local Guidance

The Education and Inspections Act (2006) gave schools new powers to ‘regulate’ the behaviour of children outside school ‘to such an extent as is reasonable’. It should be noted that, under the Act, schools have a **choice** to use these powers, not a duty. Schools are advised to think about how often they use them, as frequent use may create a duty to use them all the time.

Decisions about what is ‘reasonable’ will ultimately be made by judges and it is likely that, to make those decisions, they will ask what a significant proportion of those within the profession of similar standing would have done in the circumstances surrounding an incident, at the time an incident occurred. The intention of this guidance is to provide schools with some ideas about what they might reasonably do in given situations. The extent to which schools choose to follow the guidance is entirely up to them. Schools who have concerns about actions to take in a specific case should seek legal advice.

The government suggest that the following factors be taken into account when determining what, if any, action is to be taken in regard to behaviour of students outside school:

- i. The severity of the misbehaviour.
- ii. The extent to which the reputation of the Academy has been affected.
- iii. Related to this, whether the student(s) in question was wearing Academy dress or was otherwise readily identifiable as a member of the school.
- iv. The extent to which the behaviour in question was contrary to the school’s behaviour policy or would have repercussions for the orderly running of the school, and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- v. Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school.
- vi. Whether the misbehaviour was whilst the student was on work placement, taking part in a further education course as part of a school programme, or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

Where schools become aware of inappropriate behaviour off site they can only impose sanctions when the student is on the school site, or under the lawful control or charge of a member of staff. A sanction could be imposed whilst a student is on a school trip, but not whilst the student is on his journey home from school, for instance. In such circumstances, the member of staff could indicate to the student that s/he has been seen misbehaving and will be punished, but must wait until the student is next in school to issue the punishment. However, this should not delay any investigation.

Taking these things into account, along with the views of a range of teaching professionals, the table below suggests how schools might respond in different situations.

### Please note:

- i. A record should be made of all incidents/concerns and any actions taken
- ii. In all cases consideration should be given to delivering group/curriculum activities around bullying, enabling students to explore issues and possible solutions in a general way.
- iii. Where the incidents involve students from different schools it will be important to inform and work with them.

- iv. Schools should review their anti-bullying and behaviour policies and codes of conduct and, where necessary, amend them to reflect these new powers.
- v. Schools are also advised to refer to the DfE guidance on exclusions.

<b>Bullying Behaviour</b>	<b>Suggested Actions</b>
<p>Cyber bullying using the internet, whether or not it is linked to school, e.g.</p> <ul style="list-style-type: none"> <li>▪ Inappropriate videos online</li> <li>▪ Social media harassment/chat rooms</li> <li>▪ Exclusion e.g. everyone blocks</li> <li>▪ Inappropriate emails</li> </ul>	<ul style="list-style-type: none"> <li>i. Investigate by trying to identify perpetrator/s - measures to take depend on severity of incident</li> <li>ii. Capture screen images/save emails and chat logs to use as evidence</li> </ul> <p>The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.</p> <p>If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.</p> <ul style="list-style-type: none"> <li>iii. Contact the E-Safety Team at NWHC (a traded service) for support in getting web pages removed</li> <li>iv. Notify parents/carers</li> <li>v. Individual and/or curriculum activities re online</li> <li>vi. Empowerment</li> <li>vii. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li> </ul>

<p>Cyber bullying using mobiles phones, whether or not it is linked to school: e.g.</p> <ul style="list-style-type: none"> <li>▪ Inappropriate images/videos</li> <li>▪ Inappropriate information shared/name calling through text messages □</li> <li>▪ Silent/threatening calls</li> </ul>	<ol style="list-style-type: none"> <li>i. Investigate by trying to identify perpetrator/s - measures to take depend on severity of incident</li> <li>ii. Ask student/s to remove images/texts from phone and/or confiscate phone (if school policy allows) and return it to parents, asking them to remove content</li> <li>iii. Inform parent</li> <li>iv. Illegal content e.g. sexual images - contact the police</li> <li>v. Individual and/or curriculum activity re mobile phone safety</li> <li>vi. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li> </ol>
<p>Bullying outside school (streets and public spaces) linked to something that happened in school and/or students in school uniform</p>	<ol style="list-style-type: none"> <li>i. Investigate by talking to individuals concerned.</li> <li>ii. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li> <li>iii. Inform parent and any other relevant agencies (e.g. youth clubs)</li> </ol>
<p>Bullying outside school, not linked to school and students not in school uniform</p>	<ol style="list-style-type: none"> <li>i. Inform parent and any other relevant agencies (e.g. youth clubs)</li> </ol>
<p>Bullying in other venues e.g. youth club, leisure centre</p>	<ol style="list-style-type: none"> <li>i. Inform the agency concerned and follow up with students to see what is done about it</li> </ol>
<p>Bullying on buses contracted by school/LA e.g. to/from school, trips etc.</p>	<ol style="list-style-type: none"> <li>i. Inform bus company and follow up to see what is done about it</li> <li>ii. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li> </ol>
<p>Bullying on public buses while in school uniform i.e. to and from school</p>	<ol style="list-style-type: none"> <li>i. Investigate by talking to individuals concerned</li> <li>ii. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li> </ol>
<p>Bullying on public buses while not in school uniform e.g. in leisure time</p>	<ol style="list-style-type: none"> <li>i. No action but log concern in case it starts to impact on school (e.g. impact on target – attendance problems)</li> </ol>
<p>‘Feud’ between students/families outside school not linked to school</p>	<ol style="list-style-type: none"> <li>i. Advise to go to the police</li> <li>ii. Support students in school</li> <li>iii. Could refer to mediation service</li> </ol>

Any bullying incidents whilst on work placement organised by school	<ol style="list-style-type: none"><li data-bbox="734 161 1511 257">i. Investigate by talking to individuals concerned</li><li data-bbox="734 257 1511 369">ii. Once you have a clear picture of the events, provide support, as necessary, and apply appropriate sanctions</li><li data-bbox="734 369 1511 403">iii. End the work placement if appropriate</li></ol>
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## Appendix 5

### SUPPORT SERVICES

Students and parents can contact the following organisations for information and support:

- **Anti-Bullying Campaign**

Helpline: 020 7378 1446 (9.30am – 5.30pm)

This organisation produces leaflets and information for parents.

- **Childline** Freepost 1111

LONDON

N1 0BR

Freephone: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

A 24-hour helpline for children and young people who wish to discuss their problems. They also welcome calls from young people who are engaged in bullying type behaviour.

- **Kidscape**

2 Grosvenor Gardens

London

SW1W 0DH

Helpline for Parents: 0171 730 3300 (10.00am – 4.00pm Monday – Friday)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

They provide free leaflets and booklets for parents and teenagers about bullying.

- **National Child Protection Line**

Freephone: 0800 800 500

A 24-hour helpline for anyone concerned about a child at risk of abuse (including bullying).

A child may also use this helpline.

- **National Society for the Prevention of Cruelty to Children (NSPCC)**

Helpline: 0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

- **British Association of Counselling**

1 Regent Place

RUGBY

Warwickshire

CV21 2PJ

Telephone: 01788 578328

Members of BAC have experience of a wide range of counselling. Write enclosing a SAE for a list of counsellors in your area.

There are other organisations that provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying. Available on the link below. <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>