NERROLS

Nerrols Primary School and Nursery

Anti-Bullying Policy

Head Teacher Nick Arnold Date 10/10/2026

Chair of Governors [signature] Date 10/10/2026

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Statement of Intent

At Nerrols Primary School and Nursery, we believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

We want the children of Nerrols Primary School and Nursery to be happy, kind, thoughtful, resilient, and successful individuals who can relate to others, make responsible decisions, and build healthy, positive relationships. We aim for our children to lead emotionally rich lives, with a positive sense of self, and to treat others with kindness, patience, and understanding.

At Nerrols, we take a trauma-informed approach to help children not only build these qualities but also navigate the complexities of relationships. We work to empower children to understand and manage their own emotions while recognising the feelings of others. By fostering empathy, we help children learn to avoid harmful behaviours like bullying and instead practice compassion, respect, and responsible decision-making. We believe that all interactions are opportunities for positive intervention and that every child needs to feel safe and emotionally supported to thrive.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying among pupils. These measures are part of the school's Behaviour and Relationships Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Preventing and Responding to Bullying tool

At our school, we believe that every child has the right to feel safe, respected, and included. Although we cannot completely guarantee that bullying will never occur, we are strongly committed to taking proactive steps to prevent it and to respond effectively when it does happen.

To support this commitment, we use our reflective tool, Preventing and Responding to Bullying, to regularly evaluate and improve our approach. This annual review process helps us measure our effectiveness, stay focused on our goals, and continue strengthening how we prevent and respond to bullying across our school community.

For further information about our Bullying Response Tool and the resources we use to support our work, please refer to the Appendix or visit the Anti-Bullying section of our website.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DfE 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Support Policy
- Relationships Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy

2. Definitions

We have a clear definition of bullying, which is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

We also believe it is important that everyone in our community understands what bullying means. That's why we've created a child-friendly version of the definition — to help children clearly understand what bullying is, how to identify it, and how it's different from everyday conflict or disagreements.

"Bullying is when someone keeps being unkind to another person on purpose. It happens more than once, and it can make the other person feel upset, scared or left out."

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.

- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Children Looked-After or Previously Children Looked-After
- Children who are known, or are previously known, to children's social care
- Children suffering from a health problem.
- Children with caring responsibilities.
- Children from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory

words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The Huish Board of Directors and the Local Governing Board of Nerrols Primary School are responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the Designated Safeguarding Lead (DSL) to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Using our 'Preventing and Responding to Bullying' tool to reflect on whether we are consistently meeting our aims and update and adapt our strategies and resources as needed to ensure they remains relevant and effective.

All staff are responsible for:

- Being alert to social dynamics in their class.
- Providing consistent support to children in resolving relational conflict on the playground.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the senior leadership team of such observations.

- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.
- Engaging in restorative conversations and reflecting on their own involvement when bullying incidents occur, helping to build accountability and understanding.

5. Statutory implications

We understand that, under the Equality Act 2010, we have a responsibility to:

- Eliminate unlawful discrimination, 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.

We understand that, under the Human Rights Act (HRA) 1998, we could have charges brought against us if we allow the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

We will establish an open and honest environment where children feel safe to share information about anything which is upsetting or worrying.

All members of our school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All identified incidents of 'bullying' will be investigated by a small, designated group of staff members to maintain a consistent and thoughtful response to incidents by adhering to our clearly defined steps and procedures.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

Staff will encourage pupil co-operation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable, as defined in section two, will meet with their teacher as necessary, to ensure any problems can be actioned quickly. All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins our school, particularly when this happens in-year, the pupil's class teacher and the DSL will implement a strategy to prevent bullying from happening – this will include allocating a buddy to support transition to the school. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

We will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

We will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, (for example, mental health issues).

We place a strong focus on equipping children with strategies to respond to unkind comments calmly and safely, encouraging early resolution of conflicts and promoting positive relationships.

We promote and celebrate kindness and respect through well-established, visible initiatives that are given a strong whole-school focus, fostering a positive and inclusive culture.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in schoolwork
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home or at school

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

8. Staff principles

We will ensure that prevention is a prominent aspect of our anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-child abuse

We have a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, we will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the prevention section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSC), where the DSL deems this appropriate in the circumstances.

Our Safeguarding and Child Protection Policy outlines our stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and our Safeguarding and Child Protection Policy.

10. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

We have a zero-tolerance approach to cyberbullying. We view cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if we become aware of any incidents.
All members of staff will receive training on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of Bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

We will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, we have the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, 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.

11. Procedures

Minor incidents are reported to the victim's class teacher, who investigates the situation and determines whether it is relational conflict or bullying. If it is deemed to be relational conflict, the teacher sets appropriate sanctions, facilitates reflective conversations, and informs the headteacher of the incident and the outcome. The incident is logged on Bromcom.

Response to Bullying incident

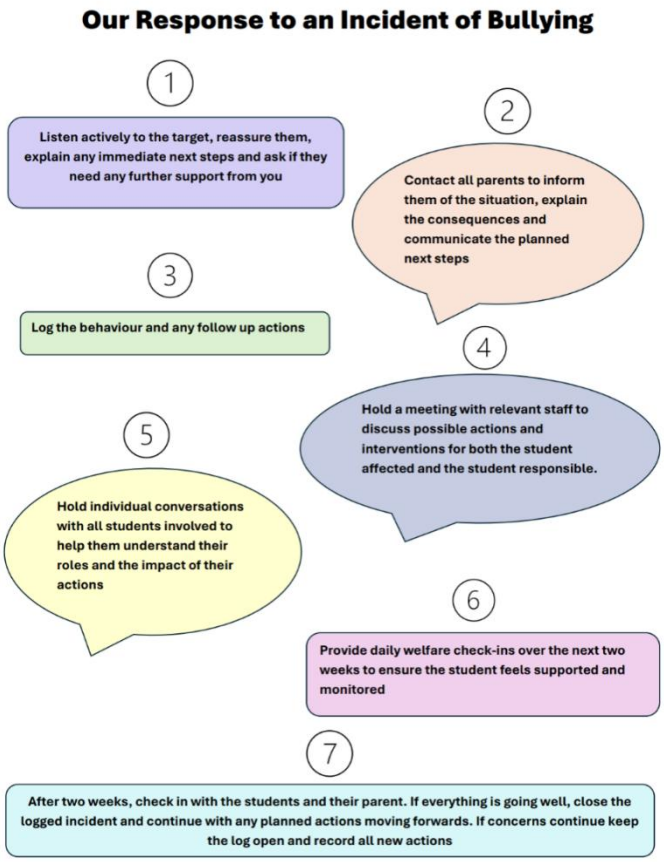
While the prevention of bullying remains a top priority, we recognise that responding to incidents appropriately, sensitively, and effectively is essential in preventing further occurrences and ensuring that all children feel safe and supported.

To that end, we have developed a clear and consistent response protocol for staff to follow when an allegation of bullying is made. This procedure will be carried out by designated members of staff only to maintain consistency and ensure that the process is followed correctly.

By implementing this response framework, we aim to act promptly and appropriately, provide clear communication to all parties involved, implement suitable interventions, and ensure that everyone understands their roles and responsibilities in addressing the situation.

We are also committed to ongoing follow-up to ensure the matter is fully resolved before any case is formally closed. This includes regular check-ins, appropriate documentation, and confirmation that all individuals involved feel the issue has been effectively addressed.

This process can be found here:



12. Responding to Bullying

We strive to work in partnership with all children involved in bullying-related situations to resolve concerns around perceived or actual bullying. All behaviour, including bullying, is a form of communication, often reflecting unmet needs or past experiences.

At Nerrols, we are committed to providing ongoing support to the child who has been bullied. This may involve creating a safe space for them to express their feelings, offering emotional, well-being or social support, and ensuring that they feel secure and valued within the school environment. We aim to restore their confidence and sense of safety, enabling them to thrive as a member of our community.

Equally, when bullying incidents occur, our responsibility is to support both the child who has been harmed and the child displaying bullying behaviour. For the child engaging in bullying, this support may include adapting provision or offering individualised interventions to help them develop a healthier sense of self and contribute positively to our school community in the future. Both children's well-being is central to our approach, ensuring a positive, nurturing school culture for all.

This approach promotes empathy, understanding and long-term success for all involved.

Reflective Practice and Restorative support

The progress of both the child who has experienced bullying and the child who has engaged in bullying will be closely monitored by their class teacher to ensure their emotional and social needs are being met. One-on-one sessions may be arranged to discuss their progress in a safe and supportive space. If appropriate, follow-up communication with parents will also be coordinated.

Children who have been bullied will receive trauma-informed ongoing and compassionate support. The Designated Safeguarding Lead (DSL) will hold regular check-in meetings, initially monthly, to ensure the bullying has ceased and to provide continuing emotional support. These meetings will continue until both the school and the child feel confident that the bullying has fully stopped. The child will be encouraged to reach out to a trusted adult if any further incidents occur, and their emotional well-being will remain a priority throughout.

Children who have engaged in bullying behaviour will also be supported in a trauma-informed manner. This may include:

- Providing consequences for their actions that focus on the restorative rather than punitive.
- Giving them opportunities to discuss what happened in a non-judgmental environment.
- Supporting them in reflecting on the underlying reasons for their behaviour.
- Helping them understand why their actions were harmful and guiding them in learning healthier, more positive ways to interact with others.
- Collaborating with parents to offer consistent support at home and school.
- If needed, the DSL will make referrals to appropriate mental health support services such as the Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAMHS) to ensure their emotional recovery.

In cases where the impact of bullying has been so severe that the child is unable to reintegrate successfully into the school environment, the headteacher and DSL, with the consent of the child's parents, will explore the possibility of transferring the child to another mainstream school.

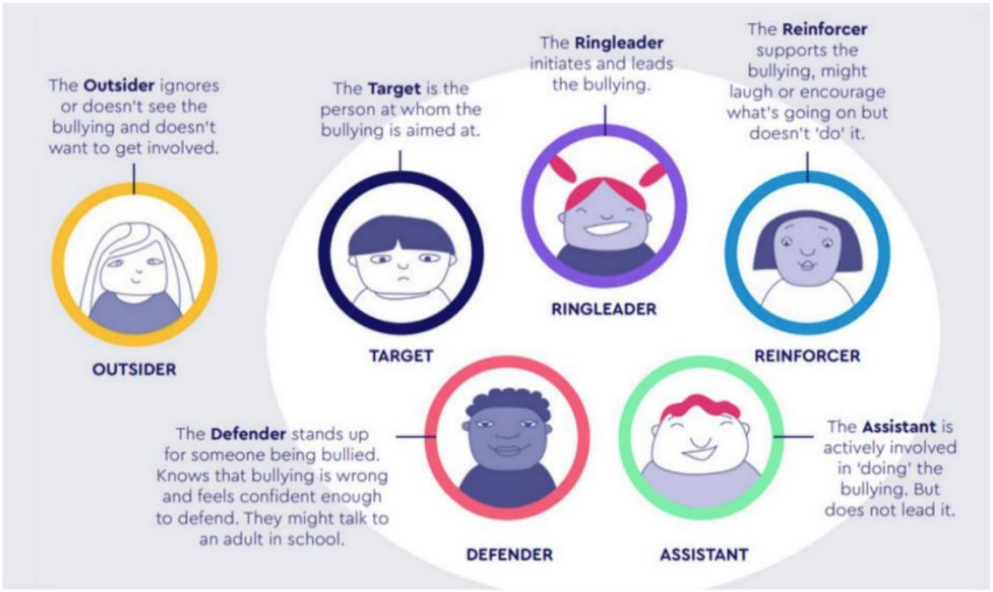
If a child has developed such complex needs due to bullying that alternative provision is required, a meeting will be arranged between the child, their parents, the headteacher, and the DSL to discuss the best course of action for their continued education and emotional support

Another crucial aspect of our approach is the reflective work we undertake following any bullying incident with all children involved, including those who may have adopted roles that contributed to the bullying.

We are committed to engaging these children in thoughtful conversations to explore why they may have taken on such roles, and to help them reflect on the role they would prefer to play in the future. This process encourages accountability, personal growth, and empathy.

We believe that preventing bullying is not solely the responsibility of staff but also lies in the collective power of the school community. By fostering a culture where children feel confident to speak out—safely and respectfully—against bullying, we help build a strong, supportive peer environment.

Our goal is to inspire all children to recognise the various roles individuals can play in a bullying situation and to actively choose to be upstanders rather than bystanders or participants. To help children understand the impact of their behaviour during a bullying incident, we explore the following roles with them:



This reflective approach also allows us to be proactive in supporting children who may be at risk of frequently assuming the roles of the assistant or reinforcer and guiding them toward more positive roles such as the defender.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or pose a serious threat to a member of the public, the police will be informed.

13. Monitoring and review

This policy will be reviewed on an annual basis by the the Headteacher. The next scheduled review date for this policy is September 2026.

All changes to this policy will be communicated to all relevant stakeholders.

14. Appendices:

A. Using Kind Words to Solve Problems
B. Relational Conflict or Bullying
C. Questions about roles in bullying
D. Preventing and Responding to Bullying: A practical 3 step guide (blank)

Appendix A

Using Kind Words to Solve Problems

How to kindly ask someone to stop		
Steps		What to say?
1	Start with how you are feeling?	"I feel sad/worried/cross"
2	Say what is making you feel that way?	"when you push me/say I can't play/use those words
3	Ask them kindly to stop	"…. can you please stop!"

How to respond when someone asks me to stop		
Steps		What to say/do?
1	Listen carefully	Look at them and stop what you're doing.
2	Say sorry and show you have heard their concerns	"I'm sorry I didn't realise it made you feel…. I'll stop" "I'm sorry I have upset you, I will stop now"
3	Stop the behaviour and offer words of kindness	"Thanks for telling me, I will be more careful" "Are you okay now?" "Shall we do…. instead"

Appendix B

Relational Conflict or Bullying

Bullying
Intentional, repeated harm
Power Imbalance present
No genuine effort to resolve
On-going fear of distress

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online".

Relational Conflict
One-off or mutual disagreement
Equal or shifting power
Willingness to talk or repair
Temporary upset or frustration

"A disagreement or falling out between children with equal power-like an argument, leaving someone out or a misunderstanding. It's usually not repeated and both children may be upset."

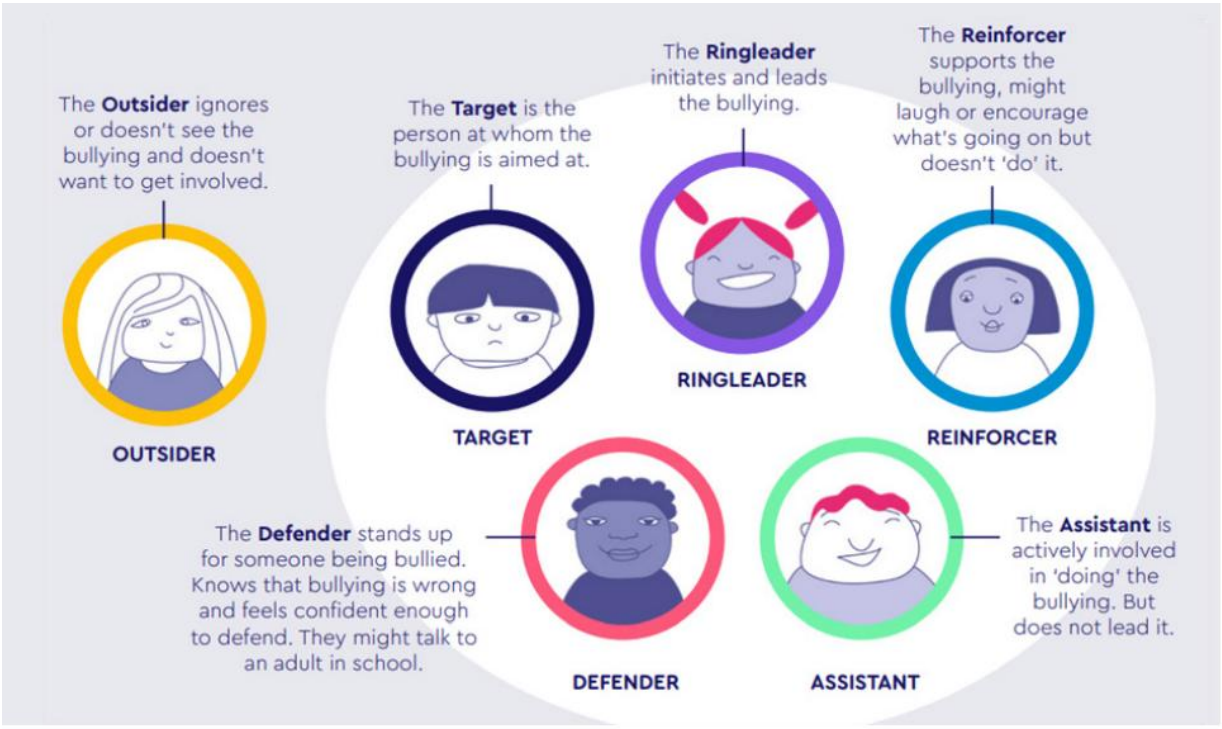
What to establish	Questions to ask	Notes
Has the behaviour happened more than once?	*When did it start?* *How often is it happening?* *Is it getting worse over-time?*	
Are both students saying mean things and acting unkindly to each other?	*Have you said anything unkind back to them?* *Have you argued before today?* *Is it always them starting it or can you be unkind to them?* *Are you sometimes friends?*	

Is there a power imbalance?	*Does the other person have more power (e.g. older, stronger, more 'popular'?)* *Do you feel you can stand up for yourself or tell them to stop?* *Do others join in or encourage the behaviour?*	
Is the behaviour intentional and mean to hurt, isolate or embarrass?	*Do you think they were trying to hurt or upset you?* *Have you asked them to stop? What happened when you did?* *Do they seem to know they are upsetting you?*	
Has the target asked them to stop, and has it continued?	*What did you say when it first happened?* *How did they respond?* *Have you previously told an adult?*	
Does the student feel afraid, anxious or unsafe because of it?	*How do you feel when you come to school?* *Do you feel worried about seeing them?* *Are you finding it hard to focus or enjoy being here?*	

Appendix C

Think it Through: Understanding Bullying?

Question: What happened and what was your role?



Next Step: Once this role is established then you can ask questions related to that role

Defender
What made you want to step in?
How do you feel when you stood up for someone?
Was it hard to do? Why or why not?
What could others learn from your actions?

Reinforcer
Why did you join in or laugh?
Did you know your reaction could make the situation worse?
How do you think the target felt seeing you join in?
Could you have chosen to react differently?

Ringleader
What made you act that way?
How do you think the other person felt?
What could have you done differently?
How would you feel if it happened to you?
What do you think your actions said to others?

Target
How did the situation make you feel?
Did you tell anyone?
What would have helped you feel safer?
What would you want others to do if they saw this happening?

Assistant
Why did you decide to get involved?
Were you trying to fit in or avoid being targeted?
What could you have done instead?
How might your actions have made things harder for the person being hurt?

Outsider
What did you notice was happening?
What didn't you get involved?
How do you think the person being bullied felt?
What could you do if you saw something like that again?

Question: What role would you want to play in the future and why?

Appendix D

Preventing and Responding to Bullying: A practical 3 step guide

1. Supporting children in pro-actively resolving peer-peer conflict
2. School protocols for addressing a report of bullying
3. Pro-active community work

1. **Supporting Children in Pro-Actively resolving peer-peer conflict**		
Aim		**How we meet this target**
Empower our children to develop a strong, confident voice, enabling them to advocate for themselves and handle situations calmy with understanding and confidence		
Inspire our children to confidently stand up for others when they sense something is wrong and to intervene thoughtfully and effectively		
Establish a clear understanding for the responsible party to understand the expected response when a child asks them to stop etc		

All staff respond consistently when a child seeks assistance with conflict resolution		

2. **School protocols for addressing a report of bullying**		
Aim		**How we meet this target**
All staff have a clear understanding of what constitutes bullying and are equipped with the knowledge and tools to effectively identify when it is bullying.		
Ensure that after all 'reports of bullying' a clear, effective and consistent response is followed, clearly documented and 'closed off'.		
Ensure that all children and staff are fully aware of and can reference the distinct roles induvial may play in a bullying incident		
Staff engage with **all** children involved in a bullying incident to help them recognise and understand the impact of		

their role and help them reflect to inspire positive behaviours in the future		

3. **Pro Active Community Work**		
Aim		**How we meet this target**
The school fosters a strong culture of kindness and inclusivity and actively celebrates this through whole school initiatives and programmes that reinforce these values		