



Cheshire East Bullying Prevention Strategy 2019-2021 for Education Settings

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It is estimated that, from April 2017 to March 2018, 17% of young people aged 10 to 15 in England were bullied in the previous 12 months in a way that made them frightened or upset.

DfE 2018



Quality Assured by Pride Youth Network Poynton High School.



Picture courtesy of Offley Primary Academy

Introduction

This strategy is effective from April 2019 to April 2021; it provides a framework which sets out how Education Settings and their partners in Cheshire East will actively promote the prevention of bullying so that Cheshire East's children feel and are safe from bullying and harassment.

This is in accordance with the council's statutory duties and responsibilities with regards to safeguarding and promoting the welfare of children as set out in the Education and Inspections Act 2006, The Education (Independent Schools Standards) Regulations 2014, The Education Act 2011, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018.

The government requires all state-funded schools to include anti-bullying measures in their behaviour policies, and all schools must comply with anti-discrimination law. In 2017, the Government Equalities Office launched an initiative to tackle homophobic, biphobic and transphobic bullying in schools through group support programmes and teacher training.

In Cheshire East we recognise the importance of educating children, parents/carers and practitioners to fully understand what bullying is, the devastating impact it can have on children and the need to look at creative ways of dealing with it. We recognise that this may require variations in approach, a need to be flexible and an understanding of the needs of those children, who may be particularly vulnerable.

Cheshire East LSCB Bullying information can be found on the following link:

http://www.proceduresonline.com/pancheshire/cheshire_east/p_bullying.html

In formulating this strategy the involvement of children has been as a key element; their views and opinions are embedded throughout.

It is children in Cheshire East who have chosen to call this a "Bullying Prevention Strategy"; one pupil said:

*"Anyone can be anti bullying but Bullying Prevention means that you have to **do** something to prevent bullying."* William: Sandbach School.

Throughout the development of the strategy there have been a range of consultation exercises, for example reviewing section 175 responses, visiting schools, Bullying Prevention Conference. The consultation exercises helped to shape the document and are featured throughout.

The resulting document is not a policy; it is, instead, a strategy to aid the development of bullying prevention work in education settings across Cheshire East.

There is a shared understanding that some form of bullying is present/has the potential to be present in every educational setting; it is this understanding and our commitment to address it rather than deny it which will bring the biggest change.

Aims

This strategy aims to:

- reinforce the importance for education settings and their partners to have effective bullying prevention policies which include the procedures for identifying, managing, recording and monitoring reports of bullying incidents
- promote automatic reporting of incidents of hate crime
- ensure all agencies take into account the particular needs of vulnerable groups
- ensure that agencies and organisations are aware of their responsibilities and work in partnership to tackle bullying
- reinforce the expectation of planned development of positive emotional health and wellbeing in children (and staff)
- encourage the achievement of an accredited Anti- Bullying Award by all schools
- share effective practice in the area of bullying prevention
- signpost to support for those affected or involved in bullying incidents

This strategy aligns with Cheshire East's Children and Young People's Plan under:

- 6.2: Children and Young People feel and are safe
- 6.3: Children and Young People experience good emotional and mental health and well being
- 6.4: Children and Young People are healthy and make positive choices

More than half of young people (55%) have been bullied about their appearance
Two fifths of these (40%) experienced this bullying at least once a week
For many children bullying starts by the age of ten years-old

Be Real report, YMCA 2018

The Perfect School

As part of the consultation a group of children and practitioners were asked what it would like if there was no bullying in school; they said:

- You'd see nothing different to start with; you would see it over time.
- People would feel safe and relaxed.
- You'd hear less negative language.
- People would look happier and less stressed.
- There would be more "up standers".
- It would be more of a community.
- There would be fewer issues with staff to deal with.
- There would be more respect.
- Everyone would be happy to come into school.
- There would be more accessible support.
- It would be more 'acceptable' to report the problem.
- Happier students=better, friendlier environment
- More people would speak out
- No more suffering in silence.
- Things would be monitored more closely
- No-one could bully without being caught
- There would be more serious consequences
- It would feel and be safer
- There would be happier students who would work harder and achieve better results

There can be no better incentive for us to make those differences!

Definition

There is no legal definition of bullying however there are three agreed defining features of bullying:

- the victim is targeted by an individual or group on a regular basis (it is repeated)
- there is intention to harm or humiliate physically or emotionally
- there is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, it is highly likely that this is a bullying situation.

Bully Free Cheshire East

There are several factors that might leave young people at greater risk of becoming the target of bullying. Often these are linked to an actual or a perceived 'difference' that affects a young persons' status in peer groups or makes them 'stand out'.

These may include:

- having a disability
- having learning difficulties or long term health conditions (including mental health problems)
- Level of ability
- social choices (such as belonging to different social groups or dress sense)
- level of affluence
- religion/belief
- ethnicity
- sexual orientation
- gender identity

However, bullying may not be linked to any of the above factors.

Bullying can take many forms. It can be overt or more subtle.

Four of the main types are:

Physical e.g. hitting, kicking, taking or destroying belongings.

Verbal e.g. name calling, insulting, mimicking, coercion, harassment, intimidation.

Emotional/Indirect e.g. spreading nasty stories about someone, shunning (excluding someone from social groups), behaviour that might result in psychological harm/ trauma.

Cyber/technological e.g. mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites, sharing private messages or communications.

Strategic priorities

These priorities should not be seen as linear but should occur simultaneously.

Strategic Priority 1: Data Collection

In Cheshire East the data available from Ofsted shows that, with regard to behaviour and safety (which is where bullying prevention is addressed), we have a strong baseline on which to grow. Based on full inspections reports published by Ofsted, at the end of April 2018, the percentage of those schools that have been inspected and found to be either outstanding or good for behaviour and safety are:

- Primary 98%,
- Special 100%,
- Secondary 79%

The ambition for our children is for that to be 100% in all schools.

It is essential to ensure that there is a clear baseline and understanding of incidents in the organisation. Education settings “should develop a consistent approach to monitoring bullying incidents and evaluating whether their approach is effective” (Preventing and Tackling Bullying 2017). It is the responsibility of each education setting to have an effective system to collate data relating to bullying and prejudice incidents.

Schools should report at least annually to their governing bodies on their Bullying Prevention policy and practice and related data .This will be part of the Local Safeguarding Children’s Board (S175/157) Self Evaluation audit, which is completed annually.

Governors should require the school’s analysis of bullying and the actions taken to be included in the Head teacher’s report to governors; they should ensure that they effectively challenge and support the education setting accordingly.

Further to this Cheshire East would encourage education settings to be open about these figures with pupils and parents so they can support bullying prevention work in the way that they manage their own behaviour and responses. These raw figures need to be balanced against the narrative around how practice/procedures have changed as a result.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

“Preventing and tackling bullying” DfE 2017

Strategic Priority 2: Consultation and Involvement of Children

Children’s voices need to be heard by practitioners in relation to bullying prevention work; their views should inform development of bullying prevention work. It is essential that consultation with children regarding safety, including bullying and how effectively they think that it is being tackled, is not tokenistic.

In education settings ideas for capturing this pupil voice may be by:

- the completion of an annual survey on bullying,
- discussion at school council,
- specific consultation events.

By law, all state schools in England must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents must be told what it is.

In Cheshire East we would encourage every education setting to take the views of their children into account in the development of policy and practice in relation to bullying prevention. This consultation should not be a one-off event but should consist of an ongoing dialogue.

Anti-Bullying Ambassadors: we have 4 children trained as Ambassadors in Year 4 and 5. They take a proactive approach: leading assemblies, managing our school “Worry Boxes” and raising awareness.

Strategic Priority 3: Prevention

Half of all lifetime mental health problems develop by the age of 14 and affect up to 1 in 4 people.

Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.

The culture, ethos and environment of a school influence the health and wellbeing of pupils and their readiness to learn.

Emotionally Healthy Schools 2017

Ethos

In Cheshire East we encourage all education settings/organisations to

- appoint a member of staff to be the Bullying Prevention Champion; their role will be to lead on prevention and intervention in relation to bullying
- create an ethos of good behaviour where people treat each other with respect because they know that this is the right way to behave; this includes staff, children, parents and practitioners
- have a clear understanding of how both actions and inaction affects others.
- have a whole setting approach to preventing and tackling bullying; involving teaching and non-teaching staff, pupils, parents and carers and governors.
- ensure that preventing and tackling bullying is intrinsic to everything..

A tool which can be used to assist schools in this is “The Rights Respecting Schools Award” (UNICEF) which provides a whole-school framework for improvement based on the rights/responsibilities agenda.

<https://www.unicef.org.uk/rights-respecting-schools/>

Our school is a rights’ respecting school; this underpins the behaviour policy developed by pupils and staff in conjunction with the rights of the child.

We visit other Rights Respecting Schools to develop the ideas in our own school.

Curriculum

Education settings should ensure that their curriculum, including their personal, social and health education (PSHE) and citizenship curriculum:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, Sexual Orientation, disability, Gender Identity and ability
- includes a clear progression that takes account of the age and maturity of pupils
- teaches children about their rights and responsibilities in relationships, starting this in the Early Years and building on this throughout the child's time in education.
- is tailored to the particular needs of the current and anticipated intake of the school
- is adapted, as necessary, to address particular issues related to diversity or to bullying in the school and the wider community
- reinforces the message that using any prejudice based language is unacceptable; challenging 'banter' and interactions that can threaten or hurt.

Anti-bullying is openly discussed by all children there is a high profile around what bullying is and how we deal with it.



Anti-Bullying Awareness



We, the Safeguarding Committee at Vernon Primary school, delivered an assembly to inform our KS2 children about how to stop bullying and what it can cause.

During the assembly, we showed a Power Point and carried out an experiment to demonstrate how peoples' feelings can be impacted by bullying.

An apple had been thrown on the floor so that it was bruised inside, whilst the other apple we left fresh and didn't touch (the rest of the children didn't know this).

We said unkind words to the bruised fruit and kind words to the fresh one. We cut open the two apples to reveal how hurt and sore one of the apples looked inside.

This was a great experiment which demonstrated to the children how mean words

Environment/climate

It is essential that there is an inclusive and safe environment/climate where bullying can openly be discussed without judgement or fear of further bullying or discrimination

- There should be open discussion about differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or Sexual Orientation and Gender Identity, differences in family background e.g. being looked after or a carer. Dedicated events or projects, assemblies, Personal, Social, Health and Education (PSHE) would be appropriate forums
- There should be proactive intelligence gathering about issues between pupils which might provoke conflict
- Bullying prevention work must link to the school Prevent agenda in order to reduce any impact of bullying or prejudice which may contribute towards vulnerability to radicalisation. <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Practitioners should be alert to the particular issues relating to children with special educational needs or disabilities, which may lead them to become either victims or perpetrators of bullying incidents. Specialist advice should be sought as necessary e.g. Educational Psychology, CEAT, SEND team etc.
- Bullying Prevention work should be embedded in all aspects of the setting inside, outside and virtually. It may not be called “bullying prevention/anti-bullying” work but should maintain the key principles.
- There may be a charter, or similar, designed by the children about their expectations of behaviour from peers, staff and visitors to the setting/organisation. All of these should be available on the setting’s web site.
- The setting will take account of Ofsted framework guidance in relation to cyber and homophobic, Biphobic and Transphobic bullying
- The behaviour policy will be explicit about the way in which people should treat each other; these messages should be consistently reiterated, reinforced and embedded
- All staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying
- All members of the setting’s community should know what the school’s approach to bullying is and be clear about the part they can play to prevent bullying, including when

they find themselves as bystanders. They should know how to recognise what constitutes bullying, how to report bullying, who to go to and feel confident with the process. Pupils should feel able to report bullying incidents that take place outside of school to someone at school including cyber bullying

- Visible positive messaging and slogans should be evident around school, including names and numbers of organisations that offer support'
- Staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils.
- Pupils and staff understand the importance of using and usualizing inclusive and non-derogatory language and consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.
- Children are fully engaged and empowered so that things are developed with them and are not done to them/for them.

Children feel more empowered to constructively challenge things they perceive as bullying or to approach an adult.

Strategic Priority 4: Intervention

Interventions that create empathy and understanding of harm caused appear to be more effective than punitive action.

Existing research suggests that resources should be focused on anti-bias and bystander intervention training, peer support programmes, and restorative justice approaches rather than zero tolerance policies.

Education Policy Institute: "Bullying: A review of the evidence"

12th November 2018

Intervention should be rapid to avoid further escalation and to show that any form of bullying will not be tolerated.

Investigating and responding to incidents of bullying can bring to light additional issues for those involved as a victim, wrongdoer or bystander that need further support to be resolved. Helping children resolve these issues through practical and/or emotional

support can be important for them to change behaviour in the future and avoid further bullying incidents. This may require referral to external organisations and helplines for some individuals or groups.

Education settings will carry out a range of activities including:

- promoting helplines (See appendix 1)
- providing a range of access points for children to report bullying
- signposting to counselling/listening services for children to support their issues around bullying e.g. pastoral workers, CAMHS, Kooth, etc
- developing a system to support victims of bullying in the setting e.g. Independent Listeners and peer mentoring schemes including older pupils and adults to whom victims of bullying may turn
- consideration being given to the needs of the wrong-doer as well as the victim with action taken to address those needs. This may include support and emotional/therapeutic interventions from other agencies
- applying any disciplinary measures fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves' (DfE 'Preventing and Tackling Bullying' 2017)
- Restorative practices

We have Anti-Bullying ambassadors and deal with bullying with a restorative approach. We have an anti-bullying tab on the website where students can report bullying. We had a well being day for all Year 8 and 9 pupils around tolerance. Prefects acted as pupil guardians.

Strategic priority 5: Review of policy and practice

The Ofsted framework includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of Anti-Bullying policies

and practice as part of their overall school evaluation. It is important, therefore, that settings and other organisations systematically review how effective their policy on bullying prevention is.

The review should include:

- School leadership/role of Governors
- School policy
- Review of incidents which may include data collection and analysis
- Prevention
- Responding and intervention
- Involving pupils
- Engaging parents and carers
- Staff training and development
- How the bullying prevention work links with other agendas and policies e.g. Safeguarding policy, British values, the Prevent duty, SEND, Hate Crime

An analysis of the information about bullying should take place to assess whether there are any patterns, trends or issues emerging. After any bullying event the effectiveness of actions taken should be evaluated. This analysis should be used to plan future actions.

The Anti-Bullying Alliance has developed two assessment tools that can be used by schools and other organisations to undertake an annual review of their bullying prevention practice. There is a short assessment tool and a more in-depth too. <https://www.anti-bullyingalliance.org.uk/tools-information/schools-and-teachers/whole-school-approach>

Systematic feedback should be given to all members of the setting's community (including children and parents) in relation to the effectiveness, outcomes and changes to the policies and procedures including changes made in response to outcomes from complaints.

Strategic Priority 6: Support for parents and carers

Parents and carers are key partners in encouraging and supporting positive relationships; ensuring that key messages given at home and in the education setting are aligned.

A range of strategies should be used to enhance that partnership; these include:

- ensuring they understand what bullying is; and conversely what it is not
- encouraging and enabling parents and carers to participate in the resolution of individual cases of bullying and in sharing their views about how bullying in general, can be managed. This may be particularly relevant for parents/carers of children with special educational needs or disabilities.
- involving them at an early stage in order to agree on an action plan to prevent an escalation of incidents.
- ensuring they know the procedure to follow if they are concerned that their child may be involved, in whatever role, in instances of bullying. They should feel confident that the school/organisation will deal with the issue sensitively and effectively.
- making the Behaviour/Anti-Bullying policies available on the website and hard copies available on request. Where necessary it should be made available in an adapted format for those with English as a second language, learning disability, visual problem, reading difficulties etc.
- providing a range of communication methods to raise awareness of the issues around bullying for parents including encouraging the children to pass on key messages to their parents.

Strategic Priority 7: Supporting staff with their role in preventing and responding to bullying

It is essential that all staff are confident in supporting children with forming positive relationships and in dealing with any bullying issues which occur. This confidence will come through things such as:

- ensuring they have been part of the formulation of behaviour and bullying prevention policies; and are active participants in reviewing policy so they are clear, owned and practiced by all members of staff.
- training staff before they teach the children about behaviour and bullying prevention practices.
- providing specialist support and training regarding specific forms of bullying e.g. cyberbullying, homophobic, biphobic and transphobic bullying, racism, bullying relating to disability.
- making them aware of resources and agencies who can help

All staff have received Stonewall training including cooks and middays.

Key staff are trained on the Anti-Bullying Diana Award.

It is a standing agenda item on staff meetings each week; issues are discussed (like informal supervision).

Our Commitment

All children are entitled to be treated with respect and understanding and to participate in any lawful activity, free from bullying, harassment and discrimination; Cheshire East will continue to seek to provide a safe, secure environment for them to develop and prosper.



Picture courtesy of Adelaide School

Appendices

Appendix 1: Sources of support

Appendix 2: Responding to bullying incidents templates






Appendix 3: Example Support Plan

Appendix 4: Consultation



Above is a summary of the pledges made by the schools represented at the Bullying Prevention Conference in July 2018.




Appendix 1: Sources of Support

Agency	Contact details	Type of Support
<p>Achievement for All</p> 	<p>https://www.cheshireeast.gov.uk/PDF/Achievement_for_all_playbook.pdf</p>	<p>A staff training programme: to raise awareness of SEND bullying issues, and the range/type of preventative measures and interventions available, at whole school, group and individual levels</p>
<p>Anti Bullying Alliance</p> 	<p>www.anti-bullyingalliance.org.uk</p>	<p>The ABA has three main areas of work:</p> <ul style="list-style-type: none"> • Supporting learning and sharing best practice • Raising awareness through Anti-Bullying Week and other coordinated, shared campaigns; • Delivering programme work
<p>Anti Bullying Ambassadors</p> 	<p>www.antibullyingpro.com https://diana-award.org.uk/</p>	<p>Training for under 18 year olds delivered by the Diana award. They also provide resources and offer support</p>
<p>BIG Award</p> 	<p>www.bullyinginterventiongroup.co.uk</p>	<p>The Bullying Intervention Group (BIG) runs a national award scheme to recognise excellence in bullying intervention. They help with the latest in research, best practice, news updates, training and resources.</p>
<p>Bullying UK</p> 	<p>www.bullying.co.uk</p>	<p>For advice and support in dealing with bullying.</p>






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<p>Ditch the Label</p> 	<p>www.ditchthelabel.org</p>	<p>A pro-equality and anti-bullying charity promoting equality and empowering people aged 12-25 to overcome bullying. Support is provided via the website and partnerships with games and social networks.</p>
<p>Diversity Role Models</p> 	<p>www.diversityrolemodels.org</p>	<p>They deliver workshops; taking positive role models, lesbian, gay, bisexual, transgender and straight, into schools to share personal stories allowing anonymous questioning to help LGBT students feel confident; ensure classmates are accepting of difference.</p>
<p>Educational Action Challenging Homophobia (EACH)</p> 	<p>www.eachaction.org.uk</p>	<p>EACH's Reach project have received national recognition for their work challenging homophobic, sexist and cyber bullying</p>
<p>Cheshire East Emotionally Health Schools Project</p> 	<p>Emotionally Healthy Schools Project</p>	<p>The project brings education, health and the voluntary sector together to support settings improve emotional and mental health education for children and families.</p>
<p>Kidscape</p> 	<p>www.kidscape.org.uk</p>	<p>They provide children, families, carers and professionals with advice, training and practical tools to prevent bullying</p>




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<p>KiVa</p> 	<p>http://www.kivaprogram.net/</p>	<p>KiVa is a research-based anti-bullying program</p>
<p>Kooth</p> 	<p>https://kooth.com/</p>	<p>Kooth is an online counselling and emotional well-being platform for, accessible through mobile, tablet and desktop and free at the point of use</p>
<p>Preventing and tackling bullying</p>	<p>https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p>	<p>Advice for headteachers, staff and governing bodies , DfE July 2017</p>
<p>Approaches to preventing and tackling bullying</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715359/Approaches to preventing and tackling bullying - case studies.pdf</p>	<p>Case studies. DfE June 2018</p>
<p>Stonewall</p> 	<p>www.stonewall.org.uk</p>	<p>They work with educational settings to create inclusive and accepting cultures, empowering them as advocates and agents of positive change.</p>

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<p>The Proud Trust</p> 	<p>www.theproudtrust.org/</p>	<p>They provide youth groups and peer support, they deliver training and events. They also provide resources for education settings to use. With a strong focus on LGBT issues</p>
<p>Think U Know</p> 	<p>www.thinkuknow.co.uk</p>	<p>ThinkUKnow is the education programme of the Child Exploitation and Online Protection (CEOP) Centre; it encourages internet safety; providing resources</p>
<p>Show Racism the Red Card</p> 	<p>www.theredcard.org</p>	<p>They use the high-profile status of football and football players to tackle racism in society. They provide educational workshops and resources</p>
<p>Unicef Rights respecting Schools</p> 	<p>https://www.unicef.org.uk/rights-respecting-schools/</p>	<p>They work with education settings to become Rights Respecting, providing training, lesson plans, guidance and assessment to achieve an award .</p>
<p>Salus Anti Bullying Award</p> 	<p>http://salusgroup.org.uk/service/anti-bullying/</p>	<p>An accredited anti-bullying award as well as advice, training and support for schools.</p>

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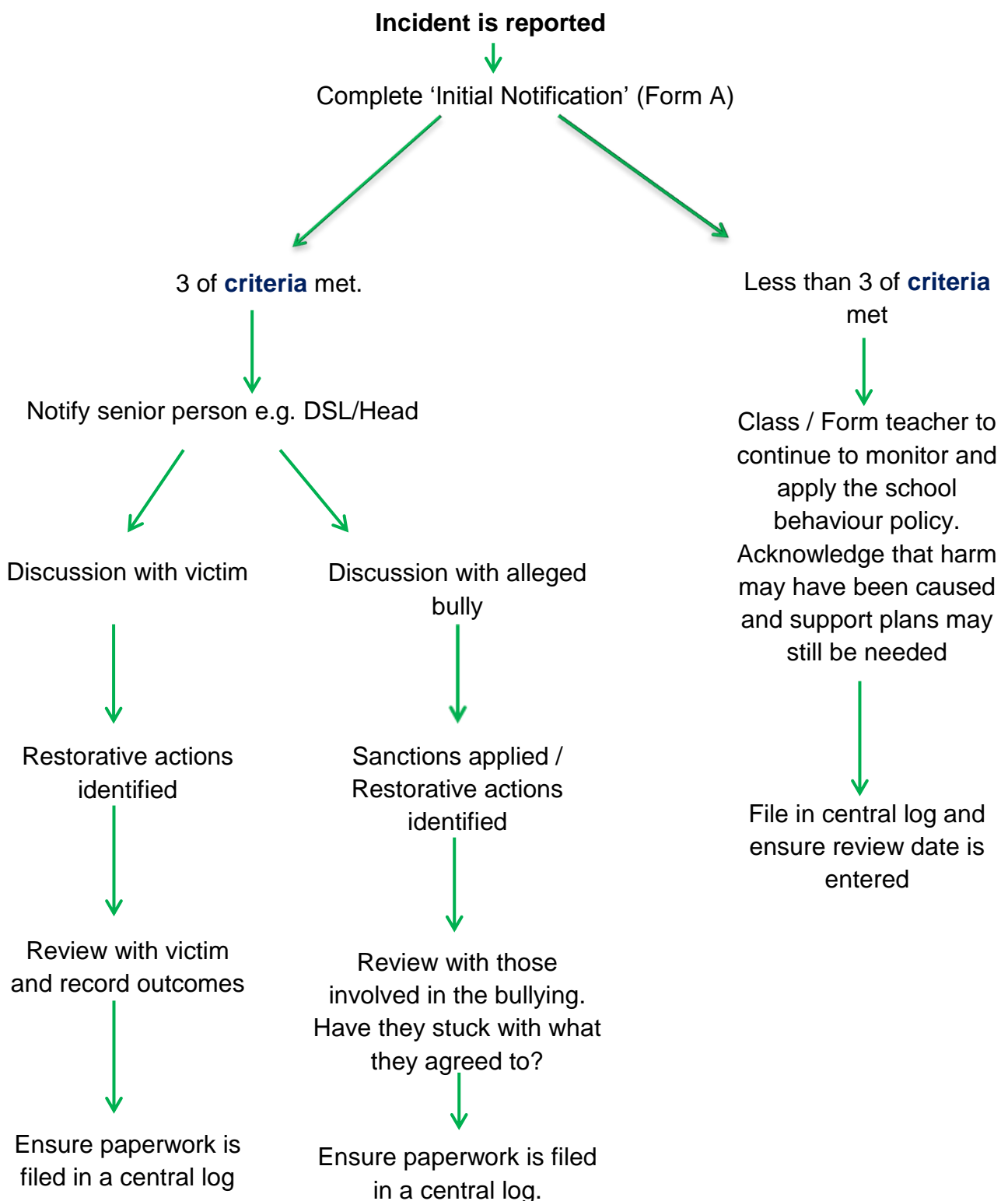
<p>Educate and Celebrate</p> 	<p>https://www.educateandcelebrate.org/</p>	<p>Educational group that aims to make all schools and work places LGBT inclusive. Wide range of lesson plans and suggested reading materials as well as workshops and training. Also includes a schools award programme.</p>
<p>Mermaids</p> 	<p>https://www.mermaidsuk.org.uk/</p>	<p>Offers support for working with trans/transgender young people. Offers advice and support including support for parents of trans individuals.</p>
<p>Just Like Us</p> 	<p>https://www.justlikeus.org/</p>	<p>LGBT+ charity that offers speakers to run assemblies/workshops as well as suggested school campaigns</p>
<p>Body Positive</p> 	<p>https://www.bpcnw.co.uk/</p>	<p>A charity that delivers workshops around issues such as sexual health, sexuality and HIV, good for fostering inclusion</p>
<p>Switchboard LGBT+ Helpline</p> 	<p>https://switchboard.lgbt/</p>	<p>Free support and advice for LGBT+ individuals including students. Includes phone, email and message support.</p>

Appendix 2: Responding to bullying incidents templates

Bullying Incident – Process

Criteria to indicate a bullying incident has taken place:

- the victim is targeted by an individual or group on a regular basis
- there is intention to harm or humiliate (harm can be physical and/ emotional)
- there is a power imbalance, the victim is fearful of those targeting him or her



Form A: Initial Notification of Bullying / Conflict

Initial Notification of Bullying / Conflict

Name of victimised student:		Class/Year Group	
Name of person completing this form:	Role:	Date of Concern:	Time of concern:
Nature of concern:		Who reported the incident?	
Detail of incident/s: <i>What has happened?</i>			

Criteria for bullying:	<i>Tick all that apply</i>
Repeated negative behaviours towards this individual	
Intention to harm / humiliate	
The individual feels unable to defend himself / herself	
If criteria not met, refer to school behaviour policy and offer support to both parties	

For Completion by Designated Lead:

Agreed actions with basis for decision (is this bullying or peer conflict)?	By whom	By when
Signature of Designated Lead:	Date when actions are to be reviewed:	
Parent/Carer Informed <input type="checkbox"/> Date: _____ By: _____ If not, explain reasons:		
Entry on Chronology <input type="checkbox"/> By: _____		
Outcome of Concerns for Completion by Designated Lead:		

Form B: Discussion with the Victim

Discussion with the Victim

Name of victim:		Class/Year Group
Name of person completing this form:	Role:	Date

Type of bullying:

Direct

- Verbal (*name calling, teasing, mocking, ridiculing*) Physical bullying (*pushing, hitting, kicking*)

Indirect (not face to face)

- Social manipulation, rumours Cyberbullying

Who is involved in the bullying?	
What can we do to make you feel safe in school now?	
1	
2	
3	
4	
Is a further support plan needed?	

Parents / carers informed:

- Yes
- No (if not, give reason):

Date DSL informed of the outcome of discussion: _____

Agreed by: Member/s of staff Pupil
--

Form C: Discussion with Students Involved in Bullying

Discussion with Students Involved in Bullying

Name of victimised student:	Class/Year Group
Name of person completing this form:	Role:
Student/s involved:	Class / forms:
Date and place of incident/s	
Details of incident/s:	
Restorative actions agreed with student	
<ol style="list-style-type: none"> 1. 2. 3. 4. 	
Agreed by: Member/s of staff Pupil/s	

Form D: Outcome

Outcome

Name of student:		Class/Year Group
Name of person completing this form:	Role:	Date of follow up:
Bully / Victim		

Victim only: Has the bullying:

- Stopped
- Lessened

Outcome of intervention (eg. has the bullying reduced, got worse?)

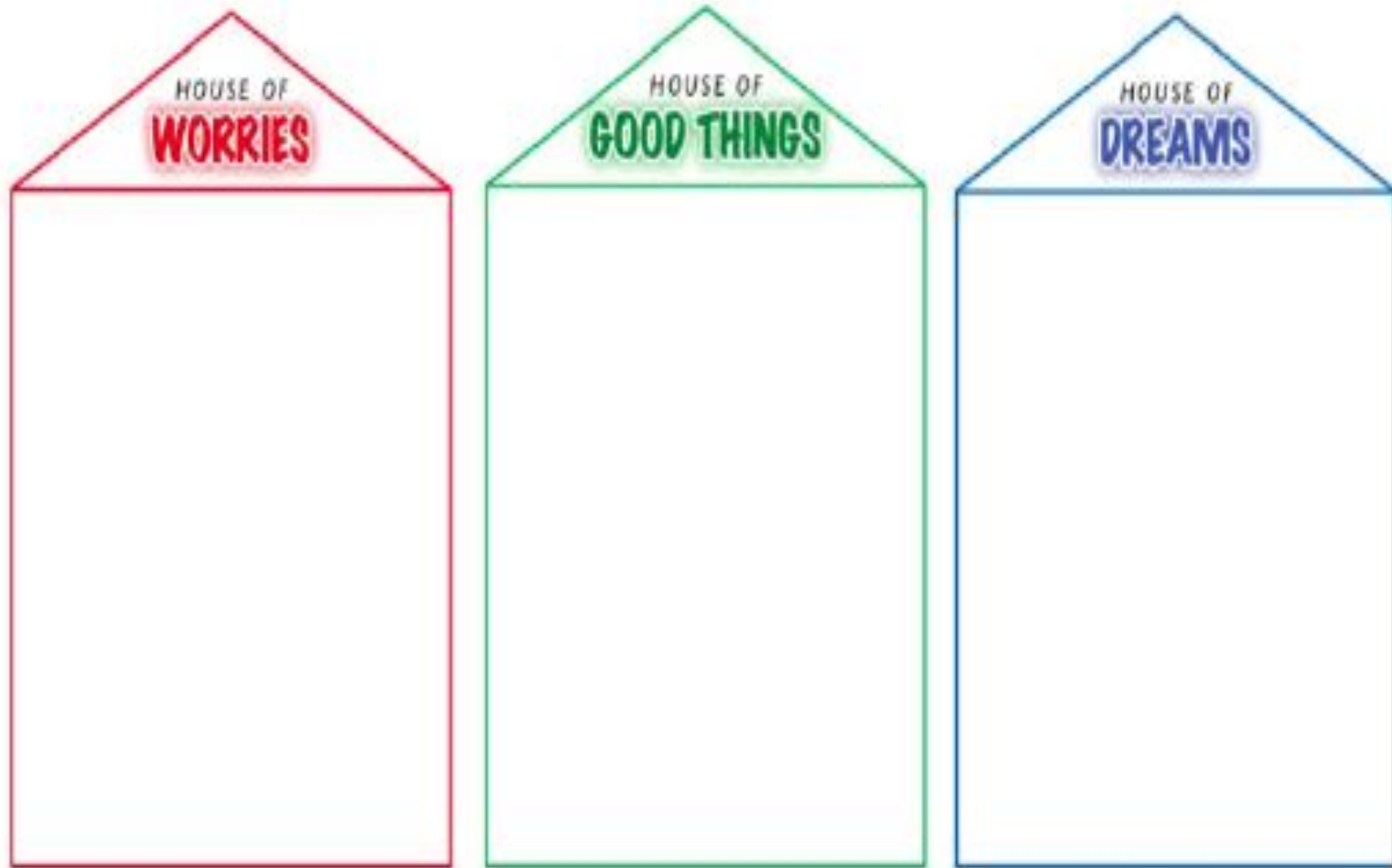
Other discussion points:

What needs to happen next?

Appendix 3: Example Support Plan

What am I worried about?	What's going well?	What needs to happen next?
		Where is my safe place? Who are my safe people? Who else can help me? Who needs to know about what is happening to keep me safe?

On a scale of 0 -10 where 0 is 'I don't feel safe at any time in school' and 10 is ' there are no issues and I am happy with things the way they are, where would you place yourself?'



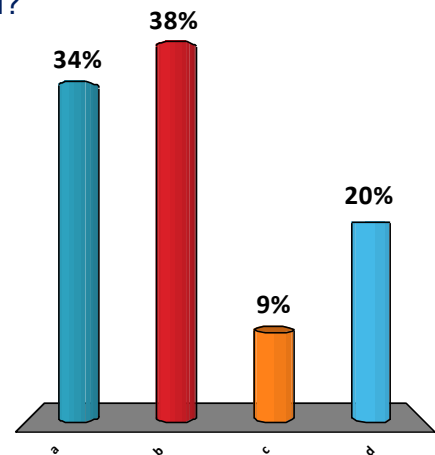
Appendix 4: Consultation

The graphs below demonstrate the results from one of the consultation exercises at the Bullying Prevention Conference.

The questions and results are as follows:

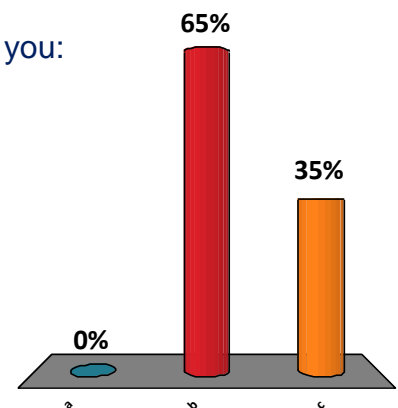
1. Have you experienced bullying in your own school?

- a. Yes, Directly
- b. Yes, to someone I know
- c. Yes, to one of my close friends
- d. No



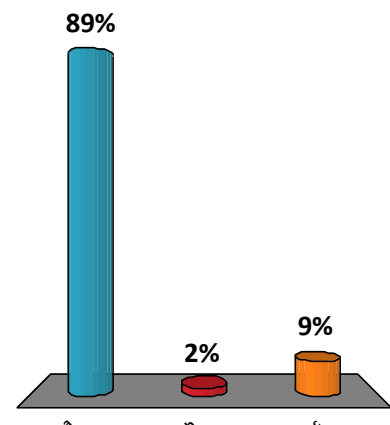
2. If you became aware of someone being bullied would you:

- a. Do nothing
- b. Tell a trusted adult
- c. Intervene yourself



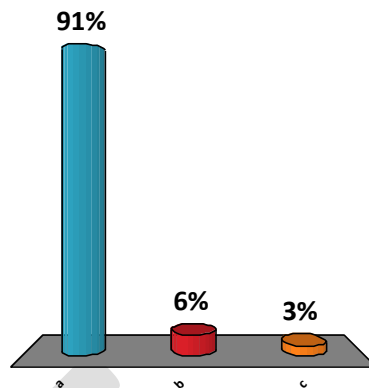
3. Does your school have a "Bullying prevention/anti-bullying" policy?

- a. Yes
- b. No
- c. Unsure



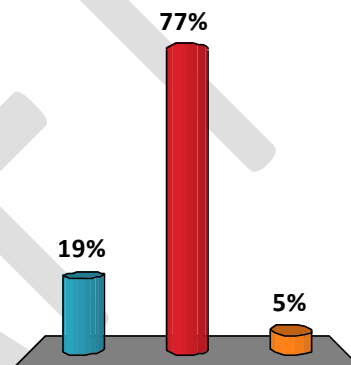
4. Does your school have a group who advise/work with staff around pupil safety and wellbeing?

- a. Yes
- b. No
- c. Unsure



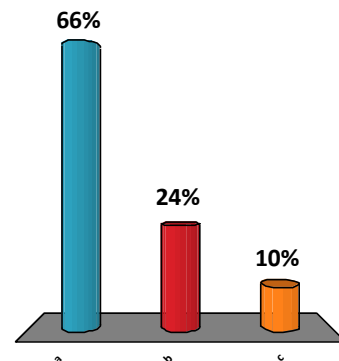
5. Do you think adults and children have the same understanding of what bullying is?

- a. Yes
- b. No
- c. Unsure



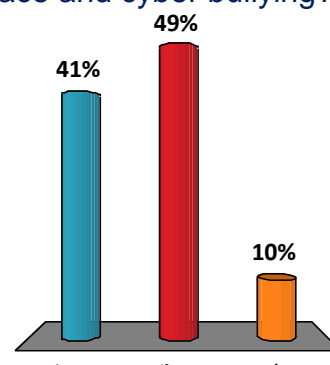
6. Government guidance says that bullying that happens outside of school should be dealt with in school as well. Do you agree with that?

- a. Yes
- b. No
- c. Unsure



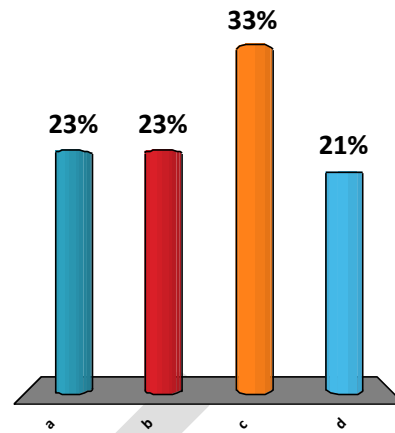
7. Do you think adults take the same actions for face to face and cyber bullying?

- a. Yes
- b. No
- c. Unsure



8. Thinking about the strategy as a whole, who do you think it should be aimed at? (You can choose more than one).

- a. Parents
- b. Students
- c. Staff
- d. Others



9. Do you think the Bullying prevention strategy should be the same for primary and secondary schools? Should there be one Bullying Prevention Strategy?

- a. One Strategy
- b. Separate strategies
- c. Unsure

