

Anti-Bullying Policy

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This policy is for Bury Grammar School
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This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 337 to 346 of the Commentary on the Regulatory Standards September 2021.

Section A: Whole School

1. Reference and Guidance

This policy has regard to the DfE advice, *Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies 2017*, *Cyberbullying: advice for headteachers and school staff 2014*, and to the *Equality Act 2010*. When using this policy consideration under the Equality Act 2010 should be made, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

2. Scope of policy

This policy applies to all pupils at Bury Grammar School. Section B refers to procedures in the Senior School and Section C refers to procedures in the Junior School and Coeducational Infant School as applicable.

3. The aims of this policy are to:

- a) contribute to creating a climate of prevention of discrimination, harassment, victimisation, and other conduct associated but not exclusively with the protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex and sexual orientation or because a child is adopted or a carer;
- b) give clear guidelines to pupils, staff and parents and to clarify the roles of all involved in the School when a case of bullying is suspected;
- c) create a climate of openness and support;
- d) enable teachers to maintain a consistent approach;
- e) provide clear procedures for involving parents;
- f) demonstrate that as a school we do not tolerate bullying;
- g) provide a mechanism for reviewing the effectiveness of the Anti-Bullying Policy, and

h) ensure that the School has a clear picture of bullying incidents throughout the School.

4. Introduction

BGS works to support victims of bullying and adopts a robust approach to those who bully others. All cases of reported bullying are recorded and investigated including those where it is clear that bullying has not in fact occurred.

We recognise that we are dealing with young people who make mistakes and may be at different stages of emotional maturity. Whilst bullies should expect to be dealt with robustly, we normally seek to reintegrate them quickly and to address their needs as appropriate. We take our duty to all pupils entrusted to our care seriously and take all reasonable steps to address the needs of every pupil.

We encourage pupils to report bullying both of themselves and of others as soon as possible. We are committed to taking such reports seriously and to responding to them quickly, appropriately and effectively. We encourage parents to contact us as soon as possible if they have concerns about bullying.

In addition, parents/carers have an important role in supporting the School in maintaining high standards of behaviour. It is essential that the School and parents/carers have consistent expectations of behaviour and that they co-operate closely. In all matters relating to safeguarding, the School will follow the procedures laid down by Bury Integrated Safeguarding Partnership, together with relevant DfE guidance, such as Working Together to Safeguard Children, 2018, updated (2020), Keeping Children Safe in Education September 2021.

We are committed to investigating and resolving bullying which occurs in school and out of school and will cooperate with partner agencies if a complaint of bullying is made about one of our pupils against a pupil who does not attend our school.

5. What is 'bullying'?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Whatever form the bullying takes or by whatever method, the School takes such reports seriously. Although the School adopts the definition of bullying as behaviour which may be 'repeated over time', it will respond, take appropriate action and record single incidents of behaviour to ensure that it does not become the first of a series of incidents.

Examples are:

- Physical bullying such as hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions.
- Verbal bullying – name-calling, taunting, teasing, insulting, demanding money or possessions, any remarks which take advantage of a pupil's race, religion, culture, sexuality, gender, special needs or disability, or the fact that the child is adopted or a carer.
- Exclusionary behaviour – intimidating, isolating or excluding a person from a group.
- Using any electronic facility including the use of cyber technology (social websites, mobile phones, photographs and email) in a way that upsets or intimidates others in the School.
- Homophobic Biphobic and Transphobic (HB) bullying is behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be gay, bisexual or transgender (e.g., children of same –sex couples). HBT bullying affects students who are LGBT, have friends and family who are LGBT, don't conform to gender stereotypes e.g. pupils who like to dance or are just perceived to be different.

Signs of bullying:

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Health Care Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

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

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. The School recognises that if this is left unchallenged or dismissed as banter or horseplay, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

6. The seriousness of bullying

Bullying behaviour is unacceptable and will not be tolerated at the School since it is harmful to the person who is bullied, those who engage in bullying behaviour and those who support them. It can cause physical harm and, in some cases, lead to lasting emotional and psychological damage, eating disorders, self-harm and even suicide. It interferes with a pupil's right to enjoy their learning and personal time, free from intimidation. Bullying is contrary to the School's aims and culture and therefore, Bury Grammar School takes bullying, and allegations of bullying, very seriously.

Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. The School will support any pupil who is a victim of bullying. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

The School regards bullying as a form of peer-on-peer abuse; as such, where appropriate, it will be dealt with as a safeguarding issue. Further details on the School's approach to peer-on-peer abuse can be found in the Safeguarding and Peer on Peer Abuse Policy.

7. Vulnerable Pupils

The School recognises that Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.

There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

The School recognises that these young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. 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.

8. Special Educational Needs and Disabilities

The School is always particularly vigilant where concerns relate to children with special educational needs and disabilities, as additional barriers can exist in identifying abuse and bullying in this group of children:

- care should be taken not to assume that indicators of bullying such as anxious behaviour, low mood and injury relate only to a child's disability without further exploration
- it is recognised that children with SEN and other disabilities can be more vulnerable to and harmed by abusive behaviour such as bullying, even when they don't exhibit any obvious signs of distress
- it is recognised that children with SEN and other disabilities may experience barriers in communicating their concerns about bullying and may need specific additional support.

9. Cyberbullying

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.

Cyberbullying is a particularly unpleasant and insidious form of bullying which uses information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can cause tremendous distress to victims and their families.

Cyberbullying could involve communications by various electronic media, including, for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube)
- Using email to message others in a threatening or abusive manner
- Hijacking/cloning email accounts.

The School takes very seriously any incidents of cyberbullying, whether during or outside school hours, and whether committed on or off-site. It is committed to ensuring that the scope for cyberbullying is limited on site by preventing access to social media sites and inappropriate websites. The School manages access to the internet via the School's filtering and monitoring systems. **For further useful guidance please refer to the Online Safety policy.**

10. Cyber Bullying- Preventative Measures

For the prevention of cyberbullying, in addition to the measures described above, the School:

- expects all pupils to act in accordance with the School's rules and its policies on Acceptable Use, Mobile Phones and Online Safety.
- blocks inappropriate sites and material via its filtering system, and has usage monitored by the DSLs.
- may impose disciplinary sanctions for the misuse, or attempted misuse, of the internet.
- issues all pupils with their own personal school email address.
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- does not allow the use of devices in toilets, washing and changing areas.

11. Acceptable Use Policy

The School publishes and implements a pupil and staff Acceptable Use Policy (AUP) which is designed to support both its safeguarding and anti-bullying systems. The AUP seeks to combat cyber-bullying by preventing misuse of the School's computers and electronic equipment, promote online safety amongst pupils and staff, and to facilitate a system for reporting instances where electronic devices have been misused.

12. Prejudice Based and Discriminatory Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. 'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child

or young person's identity or circumstance. Bullying on the basis of protected characteristics is taken particularly seriously at Bury Grammar School.

13. BGS Anti-Bullying awareness raising

Through the course of PSHE lessons, assemblies and other activities such as the annual Anti-Bullying Week, pupils are made aware of the School's stand on bullying and what to do if they are being bullied or witness others being bullied. Staff are regularly made aware of their responsibility. Although bullying is more likely to take place in some parts of the School than others, the School recognises that bullying can take place anywhere at any time. All staff have the appropriate training to respond to individual cases and awareness of the risk and indications of child abuse and bullying. This training includes provision for raising awareness of the additional vulnerability of particular groups within the school community, e.g. those with special educational needs and gay or bisexual pupils. The School regularly liaises with appropriate external agencies to seek advice on how to improve the effectiveness of its anti-bullying system. Staff are trained and expected to be vigilant with regards to pupil welfare at all times and report any concerns. They are encouraged to be alert to changes in behaviour or other evidence that may indicate that a pupil is being bullied. Senior pastoral staff are trained to ensure a consistent and appropriate response to any reports of bullying. Bullying is regularly discussed in a wide variety of meetings and fora, involving, for example, the Pastoral Strategy Group, Pastoral Leadership Team, School Council, the wider Pastoral Team, Tutors, and the School Health Team.

14. The Importance of Pupil Voice

The School employs a number of strategies to ensure that its pupils have the opportunity to express their views on bullying and give feedback on the effectiveness of the School's policies and procedures. These include School Council, occasional questionnaires and small focus groups with pupils.

15. Creating an anti-bullying culture

Any pupil or member of staff who witnesses or hears of an incident of bullying is expected to report it. Any complaint of bullying will be always taken seriously, and no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied. Through their training and experience, staff are expected to promote an anti-bullying culture by celebrating achievement, anticipating problems and providing support, disciplining pupils sensibly and fairly, making opportunities to listen to pupils and acting as advocates of pupils. Pupils are taught that bullying will not be tolerated at Bury Grammar School and are given guidance, both on how to report bullying and how to seek support. They are encouraged to celebrate the effort and achievements of others, promote positive attitudes, share problems with staff, turn to someone they trust if they have a problem, and not to feel guilty when making complaints.

Through its curriculum, pastoral system and enrichment programme, the School seeks to educate its pupils to be respectful, thoughtful, emotionally robust and resilient. Discriminatory words and behaviour are unacceptable at BGS. The use of racist language, for example, by pupils towards each other will not be tolerated or dismissed as 'banter' but tackled assertively (as bullying where appropriate) with a view to preventing it from happening again. Our pupils are encouraged to treat all people with equal respect and dignity, and not discriminate against anyone on any basis, including disability, race, culture, gender, religion or sexual orientation.

A wide-ranging PSHE programme exists across the School to educate pupils about the impact of bullying, the differences between people and the importance of avoiding prejudice-based language. In addition, pupils are involved in anti-bullying work through the prefect system and the Equality and

Diversity Committee and pupil ambassador programme. Senior pupils are expected to set a good example and be helpful to younger pupils

Anti-Bullying messages are also given and reinforced during form time periods.

16. Record keeping

It is extremely important that thorough investigations into bullying incidents are carried out and documented.

- A CPOMS log must be opened as soon as a report of bullying is made and before it has been substantiated or otherwise.
- The incident should be fully investigated, usually by the Head of Section/Year or Deputy Head/Primary Senior Teacher or Primary Principal.
- An 'investigation pack' must be assembled including:
 - Pupil Accounts and
 - any other evidence such as screen shots from computers or mobile phones etc.
- The investigation pack must be attached to the CPOMS log.
- All cases of bullying, whether substantiated or not, will be recorded electronically on the CPOMS system. If bullying is substantiated, in addition to the record on CPOMS, the investigation pack including a Pastoral Incident Report Form (PIRF) will be kept in the Bullying File held by the DSL.
- A log of all bullying incidents must be kept and made available to the Independent Schools Inspectorate.

17. Monitoring and review

The DSLs monitor the implementation of this policy and write an annual report on bullying.

This policy will be reviewed annually or owing to:

- publication of new guidance from the DfE
- publication of new ISI regulations
- bullying annual report
- bullying audits
- complaints/concerns from parents

Section B: Senior School including Sixth Form

1. Advice for pupils who are experiencing or witnessing bullying

If you are being bullied, or if you are aware of someone else being bullied, then you should tell your Form Tutor as soon as possible. If you feel unable to tell your Form Tutor, then you should tell your Head of Section/Year, the School Health Support Worker or any other member of staff. You should also tell your parents. You should be prepared to give details of who the bullies are, when and where the bullying takes place and if there are any other victims.

2. Advice to parents

We encourage parents to contact the School if they have any concerns regarding bullying. We recognise that bullying incidents can be extremely upsetting for parents, and you can expect your concern to be taken seriously and dealt with in a professional manner.

If your son/daughter discloses to you that they are being bullied, then you should try to get as much detailed information from them as possible. You should then contact your son/daughter's Head of Year/Section as soon as possible. The School will investigate the allegation and will keep you informed of the progress of the investigation. Even after the problem has been resolved your son/daughter's Head of Year/Section will continue to monitor the situation to ensure that there are no recurrences. If bullying is substantiated, you can expect the investigation to result in reasonable and proportionate sanctions. If at any time you are unhappy with the way in which the School has handled the investigation, then you should discuss this with the Designated Safeguarding Lead (DSL).

3. Procedure in a case of reported bullying: advice to staff

The way that we deal with bullying will have an impact on the confidence of pupils and their parents to report bullying. It is important that we demonstrate that the bullying of any member of the School community will be taken seriously and dealt with effectively. Pupils may be reluctant to report bullying for fear of harm or because they feel that nothing can be done. We must show that we can support pupils to prevent harm, that bullying is not tolerated and that there are solutions that work.

At all times investigations must be handled sensitively. Clearly each case is different but unless there is a good reason not to do so, information provided by witnesses should be regarded as confidential to prevent against intimidation.

- a) Any actual or suspected incidences of bullying must be referred to the appropriate Head of Section/Year immediately, who in turn will inform the DSL that he/she is dealing with the incident. Depending on the severity of the bullying the parents of both victim and offender may be informed. If there is reasonable cause to suspect that, as a result of bullying, a pupil is suffering, or is likely to suffer, significant harm, the School will refer its concerns to the Bury Multi Agency Safeguarding Hub (MASH).

If the allegation is of sibling bullying the Designated Safeguarding Lead (DSL) must be informed and the matter will be dealt with in line with the School's Safeguarding Policy.

- b) When an allegation of bullying is made, it must always be treated seriously. Even if bullying is not substantiated there will often be other issues which need to be addressed.
- c) **Official recording of bullying must not occur until there is clear evidence of bullying by applying the definition of bullying at paragraph 5.**

- d) We must ensure that when dealing with victims we take careful note of their fears, allegations and complaints; victims should be encouraged to talk about their difficulties. Pupils who are bullied at School will not always be prepared to tell those in authority. Clearly trust is very important. It is perhaps not appropriate to have a rigid structure whereby pupils see one of the staff mentioned in a) above. Pupils should be encouraged to confide in whichever person they feel most comfortable with. Bullying is a sensitive issue. A risk assessment tool can be used to help identify pupils at risk of bullying and to help devise measures to reassure those pupils who have experienced (or perceive to have experienced) bullying. **See Appendix B**
- e) All investigations into bullying incidents should be thorough and involve the bully/bullies and the victim(s). Bullies and victims must be interviewed separately. In particularly serious cases at least two members of staff must be present during the interview.
- f) Hear-say accounts should be taken seriously but they cannot subsequently be used as evidence. Evidence must be gathered. Witness statements should be obtained from individuals who actually saw or heard the events, and these must be dated, timed and signed. These should ideally be written by the investigating member of staff to ensure that the evidence is clearly and logically set out. However, staff should use open questions and avoid leading questions when gathering information from witnesses/victims or offenders.
- g) Incidents of cyber-bullying should be discussed with a member of IT Services to ensure that vital evidence is not lost through lack of familiarity with **electronic** means of communication.
- h) When dealing with bullies we must ensure we do not exacerbate the problem. Bullies should be helped to recognise their unsociable behaviour and offered support to modify it. They should accept responsibility for the harm caused to their victim(s) and others (e.g. friends and family). They should be encouraged to take actions to begin to repair the harm caused and these should be monitored for an agreed period of time afterwards. **A restorative justice approach in cases of minor bullying is recommended if all parties agree and as an alternative to further sanctions – see Appendix A.**

Where restorative justice for minor bullying has not worked or in cases of more severe bullying, the bully will be dealt with robustly. It is probably unhelpful to specify specific punishments for specific types of bullying because circumstances differ from case to case; but where pupils do not respond to strategies to combat bullying the School will apply harsher sanctions fairly and consistently to deal with persistent and/or violent bullying. Such sanctions might include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Detention
- Withholding participation in school trips or sports events
- Suspension from school for a specified period
- Permanent exclusion in serious cases or persistent bullying

Section C: Junior School and Infant School

1. Advice for pupils who are experiencing or witnessing bullying

If you are being bullied, or if you are aware of someone else being bullied, then you should tell your Class Teacher as soon as possible. If you feel unable to tell your Class Teacher, then you should tell any other member of staff. You should also tell your parents. You should be prepared to give details of who the bullies are, when and where the bullying takes place and if there are any other victims.

2. Advice to parents

We encourage parents to contact the School if they have any concerns regarding bullying. We recognise that bullying incidents can be extremely upsetting for parents, and you can expect your concern to be taken seriously and dealt with in a professional manner.

If your son/daughter discloses to you that they are being bullied, then you should try to get as much detailed information from them as possible. You should then contact your son/daughter's Class Teacher as soon as possible. The School will investigate the allegation and will keep you informed of the progress of the investigation. Even after the problem has been resolved your son/daughter's Class Teacher will continue to monitor the situation to ensure that there are no recurrences. If bullying is substantiated, you can expect the investigation to result in reasonable and proportionate sanctions. If at any time you are unhappy with the way in which the School has handled the investigation, then you should discuss this with the Primary Senior Teacher or Primary Principal.

3. Procedure in a case of reported bullying: advice to staff

The way that we deal with bullying will have an impact on the confidence of pupils and their parents to report bullying. It is important that we demonstrate that the bullying of any member of the school community will be taken seriously and dealt with effectively. Pupils may be reluctant to report bullying for fear of harm or because they feel that nothing can be done. We must show that we can support pupils to prevent harm, that bullying is not tolerated and that there are solutions that work.

At all times investigations must be handled sensitively. Clearly each case is different but unless there is a good reason not to do so, information provided by witnesses should be regarded as confidential to prevent against intimidation.

- a) Any actual or suspected incidences of bullying must be referred to the Designated Person of the Junior School immediately by discussion and by completing a CPOMS Referral. The Designated Person of the Junior School will in turn inform the Primary Principal that he/she is dealing with the incident. Depending on the severity of the bullying, the parents of both victim and offender may be informed. If there is reasonable cause to suspect that, as a result of bullying, a pupil is suffering, or is likely to suffer, significant harm, the School will refer its concerns to the Bury Multi Agency Safeguarding Hub (MASH).
- b) If the allegation is of sibling bullying the appropriate Designated Person for the victim must be informed and the matter will be dealt with in line with the School's Safeguarding Policy.
- c) When an allegation of bullying is made, it must always be treated seriously. Even if bullying is not substantiated there will often be other issues which need to be addressed.
- d) We must ensure that when dealing with victims we take careful note of their fears, allegations and complaints; victims should be encouraged to talk about their difficulties. Pupils who are bullied at school will not always be prepared to tell those in authority. Clearly trust is very

important. It is perhaps not appropriate to have a rigid structure whereby pupils see one of the staff mentioned in a) above. Pupils should be encouraged to confide in whichever person they feel most comfortable with.

- e) All investigations into bullying incidents should be thorough and involve the bully/bullies and the victim(s). Bullies and victims must be interviewed separately. In particularly serious cases at least two members of staff must be present during the interview.
- f) Hear-say accounts should be taken seriously but they cannot subsequently be used as evidence. Evidence must be gathered. Witness statements should be obtained from individuals who actually saw or heard the events, and these must be dated, timed and signed. These should ideally be written by the investigating member of staff to ensure that the evidence is clearly and logically set out. However, staff should use open questions and avoid leading questions when gathering information from witnesses/victims or offenders.
- g) Incidents of cyber-bullying should be discussed with a member of IT Services to ensure that vital evidence is not lost through lack of familiarity with **electronic** means of communication.
- h) When dealing with bullies we must ensure we do not exacerbate the problem. Bullies should be helped to recognise their unsociable behaviour and offered support to modify it. They should accept responsibility for the harm caused to their victim(s) and others (e.g. friends and family). They should be encouraged to take actions to begin to repair the harm caused and these should be monitored for an agreed period of time afterwards. **A restorative justice approach in cases of minor bullying is recommended if all parties agree and as an alternative to further sanctions – see Appendix A.**

Where restorative justice for minor bullying has not worked or in cases of more severe bullying, the bully will be dealt with robustly. It is probably unhelpful to specify specific punishments for specific types of bullying because circumstances differ from case to case, but where pupils do not respond to strategies to combat bullying, the School will apply harsher sanctions fairly and consistently to deal with persistent and/or violent bullying. Such sanctions might include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Junior School Conduct Code
- Withholding participation in school trips or sports events
- Suspension from school for a specified period
- Permanent exclusion in serious cases or persistent bullying

Appendix A: RESTORATIVE JUSTICE – CONFERENCE SCRIPT EXAMPLE

STEP 1	<p>Welcome, as you know my name is <i>(staff member name)</i> and I have been asked to facilitate this meeting. <i>(Introduce participants if necessary)</i>. I have spoken to all of you about the incident <i>(briefly outline what happened)</i>. <i>(Wrongdoer name)</i> has admitted their part. I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.</p>
STEP 2	<p>START WITH WRONGDOER(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? • What happened next OR what else? <i>(ask this until their story unfolds)</i> • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What’s been the hardest thing for you?
STEP 3	<p>TURN TO HARMED PERSON(S) – I would like to start by asking</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? • What happened next OR what else? <i>(ask this until their story unfolds)</i> • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What’s been the hardest thing for you?
STEP 4	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS <i>(if necessary, theme in views of those not present)</i></p>
STEP 5	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how xxxx and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you all see that harm/upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to repair that harm/put it right?
STEP 6	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
STEP 7	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
STEP 8	<p>RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS – What do you think/feel about what has been said? – What would you like to see come out of today’s meeting?</p>
STEP 9	<p>RETURN TO WRONGDOER – What do you think/feel about what has been said?</p>
STEP 10	<p>MAKE CONTRACT</p>

STEP 11	OPTIONAL QUESTIONS – Would you do anything differently now? / What other choices could you have made? / What have you learned from the meeting?
STEP 12	FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?
STEP 13	CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.

Appendix B : Bullying Risk Assessment

Name of pupil:

Completed by:

Date produced / updated:

<p>Background:</p>

Risk Factor	Likelihood <i>Low / Medium / High</i>	Explanation (consider patterns – times / places / people)	Mitigating Factor / Control measures	Further action required -
Physical assault				
Verbal assault				
Intimidation				
Cyber bullying				
Prejudice Based and Discriminatory				
Peer group Isolation				
Interference of personal affects				
Risk of lower educational attainment due to effects of bullying/ perceived bullying				
Risk to mental health due to effects of bullying/ perceived bullying				