**Newbridge Primary School**

# Anti-Bullying Policy

**Authors:** Behaviour and Safeguarding Team
**Date written:** September 2015
**Date ratified:**
**Date of next review:** Annually

Headteacher: Gill Kennaugh
Anti-bullying Leader: Alex Bacon (Mental Health Lead)
Anti-bullying Governor: Eric Lucas & Emma Puzey

## Anti-Bullying Policy

At Newbridge Primary School we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximize their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in schooland that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the schoolwhere appropriate.

## Policy Development

This policy was formulated in consultation with the whole school community with input from:

    ✓    Members of staff- (though agenda items at staff meetings and consultation documents)
    ✓    Governors – (discussions at Governors' meetings, training)
    ✓    Parents/carers – (have been encouraged to contribute their views regarding the policy and will be invited to complete surveys to help the school improve how it addresses any issues of bullying).
    ✓    Children and young people – (pupils have contributed to the development of the policy through the School Council and circle time discussions. The School Council will develop a pupil friendly version which will be displayed in each class and will be sent home)
    ✓    Other partners- (Anti-bullying Alliance & Virtual School who have provided training around Early Life Trauma and ACEs: Adverse Childhood Experiences).

This policy is available

    ✓  Online at https://www.newbridge.bathnes.sch.uk/
    ✓  From the school office
    ✓  Child friendly versions will be on display for new pupils (once the schoolcouncil has developed a pupil friendly version).

## Roles and Responsibilities

- ✓ The Head teacher has overall responsibility for the policy and its implementation and liaising with Governors, parents/carers, LA and outside agencies.
- ✓ The Head teacher will manage bullying incidents and the reporting and recording of bullying incidents.
- ✓ The Head teacher will appoint an Anti-bullying leader who will have general responsibility forhandling the implementation of this policy.

The anti-bullying leader is Alex Bacon.

The responsibilities are:

- ✓ Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- ✓ Implementing the policy and monitoring its effectiveness in practice; using existing resources such as ABA Materials and MyConcern Safeguarding analytical tools
- ✓ Co-ordinating strategies for preventing bullying behaviour.
- ✓ Maintaining and Updating the Anti Bullying Action Plan (see Appendices)

## Definition of Bullying

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted.

ABA defines bullying as:

**'The <u>repetitive</u>, <u>intentional</u> hurting of one person or group by another person or group, where the relationship involves an <u>imbalance of power</u>. Bullying can be physical, verbal or psychological. Itcan happen face-to-face or through cyberspace.'**

**Behaviour often associated with bullying:**
**Baiting**
Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

**Banter**
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly banter- There's no intention to hurt and everyone knows its limits
- Ignorant banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not
been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be
considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might bein
danger then intervention is urgently required.

**What does bullying look like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation,intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobicabuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, socialexclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually
or physically) of others who become the 'bystanders' or 'accessories'.

**Why are children and young people bullied?**

Specific types of bullying include:

**Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must
proactively challenge derogatory and discriminatory language and behaviour including that which is
racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of
bullying, even that which represents a one-off incident, and report them to the Local Authority

**Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home  circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

**Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also beused to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudicerelated language and/or bullying will be dealt with as with any other form of bullying.

**Where does bullying take place?**

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

**Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

## Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole
school.
We use STOP 1 and STOP 2
STOP 1 is a child friendly way for children to recognise that they are being bullied and helps them to
define what is happening.

- Several
- Times
- On
- Purpose

(When there is an imbalance of power).

STOP 2 is a child friendly course of action for children to take.

- Start
- Telling
- Other
- People

In the event of bullying, parents will be informed of the nature of any incidents and any action taken.

Parents will be informed of their child's role in the bullying as a victim, ring-leader or bystander.
Appropriate action using our behaviour policy will be taken with regards to pupils involved in
bullying depending on the age of the child and nature of the bullying.

Systems of Reporting

Children are encouraged to report any incidents of bullying to any member of staff, whether they are the victim
or a bystander. Likewise parents/carers are welcome to discuss any bullying worries with a member of staff.
The member of staff will fill in a  MyConcern entry and the matter will be investigated by the member of staff
the issue was reported to or passed on to the Head teacher.

**Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

After an allegation of bullying

- ✓ All parties including the target, bully and all others involved will be interviewed and a School
  Bullying Incident Form will be filled in by a member of staff/Head teacher then passed to the
  Head teacher.
- ✓ Parents/carers will be informed as to the involvement of their child.
- ✓ Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be put

in place and these will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable.

- ✓ The response may vary according to the type of bullying and may involve other agencies where appropriate.
- ✓ Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.
- ✓ Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, bystanders and others affected by the bullying, a referral to outside agencies will be made if appropriate.
- ✓ The wider community will be liaised with, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## Recording and Evaluation

Bullying incidents are recorded on MyConcern by the member of staff who deals with the incident and this is then stored by the Headteacher. The information stored will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and development of the policy.

Prejudice related bullying/incidents should be reported to the Local Authority using the Serious Equality Incident Report Form

This information will be presented to governors as part of the annual report. This policy will be reviewed and updated annually.

We will be taking part in the Anti-bullying All Together (2017-2018) project to ensure our policies and procedures are robust.

## Strategies for Preventing Bullying

As part of our commitment to the safety and welfare of our pupils we at Newbridge Primary School havedeveloped the following strategies to promote positive behaviour and discourage bullying behaviour.

- ✓ Ensuring that the school actively promotes the celebration of difference and diversity as part of our values
- ✓ Involvement in in the All Together Project 2020-21 (see Appendices)
- ✓ Anti-Bullying week annually in November and Safer Internet Day in February

- ✓ PSHE/Citizenship lessons and cross curriculum themes.
- ✓ Celebration events. E.g. Achievement assemblies on Fridays
- ✓ Specific curriculum input on areas of concern such as cyber bullying and internet safety
- ✓ School council
- ✓ Playground Buddying
- ✓ Lunchtime Club and other structured play

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
- ✓ Restorative Justice
- ✓ Counselling and/or Mediation schemes
- ✓ Small group work

Support for parents/carers
- ✓ Parent groups, e.g. Parents' Forum for SEND

✓    Parent information events/ information-on the school website

Links with other policies:

- ✓ Behaviour
- ✓ Safeguarding and Child Protection
- ✓ SEND
- ✓ PSHE and Citizenship
- ✓ Confidentiality

**<u>Related Documents/Guidance:</u>**
- ✓ Safe to learn-DCSF Guidelines
- ✓ Embedding anti-bullying in schools DCSF-00668-2007
- ✓ Homophobic bullying-DCSF-00668-2007
- ✓ Cyberbullying-DCSF-00658-2007
- ✓ Bullying Involving Children with Special Educational Needs and Disabilities-DCSF00372-2008
- ✓ www.teachernet.gov.uk/publications

***** *Reminder: These incidents should be recorded separately.*

**Appendices**
**Appendix 1 Pupil-friendly guide to identifying positive and negative behaviour. This will form part of a new pupil-friendly version of this Policy**

## Appendix 2 Anti bullying Action Plan

This certifies that:

**Newbridge Primary**

participated in the All Together programme to
reduce bullying and improve pupil wellbeing in 2021

Signed:

Date: 23rd March 2021

# Action planning for academic year 2020 - 2021

| Question | Action to achieve goal | By whom? | Time frame | Complete? | Review |
|---|---|---|---|---|---|
| 1.5) We monitor pupil absence for indication of bullying | Daily SIMs print outs to be analysed against MyConcern records | MH Lead; Office Staff | Short term | Partially | Not all pupils currently in school so limited scope at present. |
| 1.7) Pupils are supported to take the lead on antibullying initiatives (e.g. including awareness raising, peer support) | Use School council to identify suitable activities. | MH Lead; Feel Good Friday staff | Medium term | No | Will action when all pupils return to school. |
| 2.1) We have an up-to-date antibullying policy (or behaviour policy which includes antibullying) that is reviewed annually with involvement from pupils, staff and parents | Update Policy at next review date using stakeholder contributions | Policy Lead | Long term | No | Next Review. |
| 2.2) The policy is easy to understand for pupils, parents and staff | See above | Policy Lead | Long term | No | Next Review. |
| 2.3) The policy has a clear definition of bullying that is understood by all members of the school | See above | Policy Lead | Long term | No | Next Review. |

| community | | | | | |
|---|---|---|---|---|---|
| 2.5) The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected[1] and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying | See above | Policy Lead | Long term | No | Next Review. |
| 2.7) The policy includes strategies to prevent bullying and typical response strategies | See above | Policy Lead | Long term | No | Next Review. |
| 2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact) | See above | Policy Lead | Long term | No | Next Review. |

| | | | | | |
|---|---|---|---|---|---|
| 2.10) The policy is available in school and on the school website. It is also communicated via numerous means to pupils, staff and parents at least annually | See above | Policy Lead | Long term | No | Next Review. |
| 3.2) There are a range of methods to report bullying that meet the needs of all pupils | Review with School Council when it is possible to meet again. | MH Lead; PSHE Lead | Medium term | No | Check against Wellbeing Questionnaire responses |
| 3.3) Recording system for bullying includes action taken, outcomes and review dates | Look at review functionality on MyConcern | MH Lead | Short term | Partially | Task will be fully completed w/c 22.02.21 |

| | | | | | |
|---|---|---|---|---|---|
| 3.5) Data collection includes option of recording type of bullying (e.g. physical, online, verbal) and the any trends in groups of pupils targeted (e.g. bullying of disabled children and those with SEN) | Look at review functionality on MyConcern | MH Lead | Short term | Partially | Task will be fully completed w/c 22.02.21 |
| Is this ethos based on ABA's 10 Key Principles to Reduce Bullying in Sch ools? | Check against the 10 KP | MH Lead | Short term | Partially | Task will be fully completed w/c 22.02.21 |

| | | | | | |
|---|---|---|---|---|---|
| 4.4) All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is known through evidence and data collection | Design a means of data collection: Google Forms? | MH Lead | Medium term | No | MH Lead to discuss with Safeguarding Team when school fully reopens. |
| 4.5) The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play. | Supervision is adequate. Structured play will be resumed with a focus on Y4. | MH Lead | Medium term | Partially | MH Lead to review with Safeguarding Team when school fully reopens. |
| 4.7) The school has implemented strategies to build and sustain peer support / defenders | Review with Boys in Mind Lead who has introduced SFA previously. | MH Lead & Boys in Mind Lead | Long term | Partially | Solution-focussed approaches exist. |
| 5.1) The school uses a range of interventions to respond to bullying – including work with the wider peer group | Specific Interventions to be delivered once school fully-reopened. | MH Lead | Medium term | Partially | School has requested peer intervention from Brighter Futures this will be delivered in the summer term. |
| 5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes | See 3.3 | MH Lead | Short term | Partially | Task will be fully completed w/c 22.02.21 |

| | | | | | |
|---|---|---|---|---|---|
| 5.5) The school seeks to learn from each incident and, where necessary, improve practice | Review incidents as part of SGT Meetings - this was happening prior to partial school closure | Safeguarding Team; SLT | Short term | Yes | This happens as part of the weekly meetings. |
| 5.6) Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement | This has happened in individual cases - will need to continue | Safeguarding Team: SLT | Medium term | Partially | Reviewed by SGT from MyConcern Records |
| 6.1) All staff have access to the ABA online training and regular antibullying | CPD is provided to all staff including lunchtime supervisors and after school activity staff | MH Lead; SLT | Long term | Partially | MH lead to investigate ABA online training more fully; CPD is provided to all staff in Autumn Term INSET |

# Final audit indicator for academic year 2020 - 2021

## 1) School leadership

| Question | Rating | How do you know? | Supporting evidence |
|----------|--------|------------------|---------------------|
| 1.1) We have a senior lead within the school to coordinate our whole-school approach to anti-bullying | Fully met | Mental Health Lead and Leadership Team | No |
| 1.2) We have a school governor who leads on anti-bullying activity and monitors school action in this area | Partially met | Named SEN and Safeguarding Governor have co-ownership | No |
| 1.3) Staff are encouraged and expected to model exemplary conduct towards each other and pupils | Fully met | OFSTED (January 2020); feedback from pupils and parents | No |
| 1.4) Bullying is understood by all as a barrier to learning, a safeguarding issue and a health issue | Partially met | Bullying is primarily understood as a behavioural issue; more work is planned on this | No |
| 1.5) We monitor pupil absence for indication of bullying | Fully met | This could explicitly become something covered by Safeguarding Team, using SIMS reports - THIS IS NOW BEING ACTIONED | No |
| 1.6) The school has an action plan for anti-bullying activity that is regularly reviewed and updated | Fully met | SDP has a Mental Health and Wellbeing element. Mental Health and Well Being has an action plan. Antibullying element to be included. THIS IS NOW BEING ACTIONED | No |

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 1.7) Pupils are supported to take the lead on anti-bullying initiatives (e.g. including awareness raising, peer support) | Fully met | Boys in Mind initiative uses solutionfocussed approach; pre-COVID, older pupils were buddies in KS1 playground THIS IS NOW BEING ACTIONED THOUGH COVID RESTRICTIONS REMAIN | No |

## 2) School policy

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 2.1) We have an up-to-date antibullying policy (or behaviour policy which includes anti-bullying) that is reviewed annually with involvement from pupils, staff and parents | Partially met | Could involve Parents' Forum for SEND<br>- This is in hand. Please see Action Plan | No |
| 2.2) The policy is easy to understand for pupils, parents and staff | Partially met | Could be made more pupil friendly? - Pupil version - Please see Action Plan | No |
| 2.3) The policy has a clear definition of bullying that is understood by all members of the school community | Partially met | Please see Action Plan | No |
| 2.4) The policy sets clear expectations on pupil, staff and parent conduct (including physical contact and online conduct) | Partially met | The online conduct section will be added at next review date | No |
| 2.5) The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected[1] and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying | Fully met | Included in definition of bullying section of policy | No |
| 2.6) The policy references action to prevent and respond to bullying outside of school (e.g. cyberbullying, journeys to and from school) | Partially met | Additional elements of bullying outside of school will be incorporated. | No |

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 2.7) The policy includes strategies to prevent bullying and typical response strategies | Partially met | Some mention of sanctions but nothing around reparation to victim or perpetrator understanding their behaviour - THIS WILL BE ADDED AT NEXT REVIEW STAGE. SEE ACTION PLAN | No |
| 2.8) The policy is clearly aligned with other relevant policies (e.g. behaviour, safeguarding, SEN, acceptable use) | Partially met | As above | No |
| 2.9) The policy includes a range of methods by which pupils and parents can report bullying (including a named contact) | Partially met | SEE ACTION PLAN. THIS WILL BE ADDED AT NEXT REVIEW. | No |
| 2.10) The policy is available in school and on the school website. It is also communicated via numerous means to pupils, staff and parents at least annually | Partially met | PUPILS WILL BE GIVEN AN OPPORTUNITY TO CONTRIBUTE TO A PUPIL VERSION OF THE POLICY | No |

## 3) Data collection and evidence

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 3.1) Pupils have been surveyed to measure levels of wellbeing and bullying in the last 12 months and this is shared and data is used to inform whole school developments | Fully met | Initial baseline survey in Y5/6 | No |
| Is this collected through the free ABA Wellbeing Questionnaire? | Yes | IT WAS INITIALLY INTENDED TO USE THE ABA ONLINE VERSION BUT DUE TO THE NEED TO PRESERVE YEAR GROUP BUBBLES, WE COULD NOT USE THE ICT SUITE TO SUBMIT MULTIPLE ELECTRONIC ENTRIES. SO INSTEAD WE COMPLETED A PAPER VERSION AND USED EXCEL TO ANALYSE RESPONSES. | No |

| 3.2) There are a range of methods to report bullying that meet the needs of all pupils | Partially met | Have pupils been consulted on this? FURTHER WORK WILL BE DONE ONCE SCHOOL FULLY RESUMES | No |
|---|---|---|---|
| 3.3) Recording system for bullying includes action taken, outcomes and review dates | Fully met | YES, ON MYCONCERN | No |
| 3.4) All school staff, pupils and parents and carers know how to report bullying and are encouraged to report bullying behaviour | Fully met | Clearly signposted in policy | No |
| 3.5) Data collection includes option of recording type of bullying (e.g. physical, online, verbal) and the any trends in groups of pupils targeted (e.g. bullying of disabled children and those with SEN) | Fully met | YES, ON MYCONCERN | No |

## 4) Prevention

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 4.1) Anti-Bullying Week takes place each year and pupils support the planning and delivery of it | Fully met | Odd socks day and Feel Good Friday involve pupils | No |
| 4.2) The school has a clear ethos about how we treat others and this is communicated to and understood by pupils, parents and school staff | Fully met | School values embodied by pupils (OFSTED, January 2020) | No |
| Is this ethos based on ABA's 10 Key Principles to Reduce Bullying in Schools? | No | Will Cross-reference against these at next update. | No |
| 4.3) PSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all pupils, develop pupil understanding of bullying and the impact of bullying including online bullying | Fully met | Yes, JIGSAW covers this with other school initiatives. | No |

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 4.4) All pupils, school staff and parents and carers feel equally valued, welcome and included in school and this is known through evidence and data collection | Partially met | More data, e.g. parent survey could be gathered - Parents' Forum for SEND - This will happen when it is possible to do so. | No |
| 4.5) The school has adequate supervision at times of transition, entry and exit from school and break times. Break times include options for structured play. | Fully met | Is there enough structured play for vulnerable pupils? Planned for January 2021 Lunchtime Club was trialled previously - COVID risk assessment has reduced number of pupils and increased adult:pupil ratios | No |
| 4.6) No form of discriminatory language is acceptable in school and all are challenged when heard (including disablist language) | Fully met | MyConcern records, OFSTED, etc | No |
| 4.7) The school has implemented strategies to build and sustain peer support / defenders | Partially met | Boys in Mind, etc will need to be reviewed once it is possible to do so. | No |

## 5) Responding and intervention

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 5.1) The school uses a range of interventions to respond to bullying – including work with the wider peer group | Partially met | Brighter Futures (Primary Behaviour Panel) have planned group intervention for the Summer Term. | No |
| 5.2) All reported incidents are taken seriously and acted upon quickly | Fully met | MyConcern, other records, OFSTED | No |
| 5.3) Responses to school bullying do not have an over emphasis on changing the behaviour of the pupil/s who have experienced the bullying | Fully met | As above | No |
| 5.4) Responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes | Fully met | This is now possible with MYCONCERN software. | No |

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 5.5) The school seeks to learn from each incident and, where necessary, improve practice | Fully met | This is now possible with MYCONCERN software. | No |
| 5.6) Response strategies are regularly reviewed and re-written with pupils and parent/carer involvement | Partially met | See 5.4. This can be acted upon once school has fully re-opened from 8th March 2021. | No |
| 5.7) The school seeks support from outside agencies where necessary/available (e.g. local support groups, Child and Adolescent Mental Health Services, police, children's services) | Fully met | See 5.1 - school also has regular meetings with Southside (Early Help); School Nurse; Social Care, etc. | No |

## 6) Staff training and development

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 6.1) All staff have access to the ABA online training and regular antibullying CPD is provided to all staff including lunchtime supervisors and after school activity staff | Partially met | If work around Anti-Bullying is expanded, all staff will need to be involved. PLANNED FOR FUTURE INSET. | No |
| 6.2) All new school staff undergo antibullying training as part of their induction | Partially met | See above | No |
| 6.3) All school staff have access to resources and new developments in anti-bullying practice | Fully met | These will be disseminated by Mental Health Lead and PSHE Lead. | No |
| 6.4) All school staff have an understanding of the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern Staff are well versed in safeguarding procedures but link between bullying & safeguarding needs reinforcing. | Partially met | | No |

## 7) At risk groups (This section is optional and won't affect your rating, but weencourage you to add focused work on some or all of these areas to your action plan)

| Question | Rating | How do you know? | Supporting evidence |
|---|---|---|---|
| 7.2) Our action plan includes specific work to prevent and respond to bullying of pupils who are, or are perceived to be, LGBT+ | Partially met | This is covered in the PSHE scheme JIGSAW | No |
| 7.1) Our action plan includes specific work to prevent and respond to bullying of disabled pupils and those with a special educational need | Fully met | Our work and planning involves the Parents' Forum for SEND | No |
| 7.4) Our action plan includes specific work to prevent and respond to appearance-related bullying | Partially met | This is covered in our PSHE scheme JIGSAW | No |
| 7.3) Our action plan includes specific work to prevent and respond to bullying of pupils targeted because of their race or faith (including Gypsy, Roma and Traveller pupils) | Partially met | This is covered in our PSHE scheme JIGSAW | No |
| 7.5) Our action plan includes specific work to prevent and respond to bullying of looked after children (LAC) | Fully met | Yes, as per 7.3. We also have regular support from the Virtual School and their Educational Psychologist who ran whole-school training events in November 2020 and January 2021 | No |
| 7.7) Our action plan includes specific work to support the mental health needs of pupils involved in bullying | Fully met | Yes, we have a specific Mental Health and Wellbeing Action Plan | No |
| 7.6) Our action plan includes specific work to prevent and respond to bullying of young carers | Partially met | This group aren't specifically referred to in current Action-Planning. If we are made aware of a Young Carer, specific support would be planned including access to THRIVE work and other SEMH. | No |