



Staploe Education Trust:
Primary Schools

Anti-Bullying policy

Version:	2.1
Author:	Headteachers
Approved by:	Kennett, The Shade and The Weatheralls Primary Schools Advisory Bodies
Date:	Spring 2023
Review date:	Spring 2026
	Summer 2023 - Updates to bullying reporting information and inclusion on appendix 4
	Autumn 2023 – Updates to bullying reporting information in appendix 4

Contents

Principles and Values	2
Objectives of this Policy.....	3
What is Bullying?	3
Forms of Bullying.....	4
Cyberbullying.....	4
Perpetrators and Targets.....	5
Indicators for Parents and Staff	6
Supporting Pupils	6
Outcomes.....	7
Prevention	8
Recording of Bullying Incidents.....	9
Governance.....	9
Advice to Parents	9
Useful links and Supporting Organisations:	10
Appendix 1: Anti-Bullying Incident Report Form.....	12
Appendix 2: Model Letter to the Parents/Carers of the Ringleader or Assistant of Bullying.....	14
Appendix 3: Model Letter to the Parents/Carers of the Target of a Bullying Incident.....	15
Appendix 4: School Leads on Anti-Bullying.....	16

Principles and Values

We take bullying and its impact seriously; children and their parents and carers should be assured that known incidents of bullying will be responded to. Bullying in any form will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

Our aim is to make our understanding of what bullying is and the ways in which we tackle bullying explicit, to ensure a consistent approach and strong partnership between school and home in order to protect and support our children, ensuring their time with us is happy, safe and supported.

Bullying hurts. No one deserves to be a target of bullying. Bullying has the potential to damage the mental health of a target. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include but are not limited to:

The Education and Inspection Act (2006, 2011), the Equality Act (2010), The Children Act (1989), Protection from Harassment Act (1997), The Malicious Communications Act (1988), Public Order Act (1986), Keeping Children Safe in Education, Working Together to Safeguard Children

Objectives of this Policy

The aim of this policy is for all stakeholders to work together to prevent and deal with any behaviour deemed as bullying.

To do this we will:

- Cultivate a safe and secure environment where everyone can learn without worry or fear and where bullying is regarded as unacceptable.
- Actively promote, through what is taught and through the daily life of the school, tolerance and mutual respect for one another.
- To respond effectively and in a consistent manner to any bullying/prejudice incidents that may occur and to ensure that each individual understands the school's established procedures.
- To ensure that pupils, staff, parents and all connected with the school are aware of our opposition to bullying and their responsibilities in its prevention.

What is Bullying?

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

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

In other words, bullying at the primary schools within our Trust is considered to be:

Unacceptable behaviour which occurs several times, on purpose.

(STOP)

Bullying can be short term or continuous over long periods of time, however is usually persistent. It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

According to research, some groups are more likely to experience bullying than their peers

Disabled children / those with SEND

Appearance targeted

Young carers

Some race and faith minorities

Looked After Children

Sexual and sexist bullying

Children who are or are perceived as LGBTQ+

Those on Free School Meals

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and online. It can take place outside of school including, but not solely, group activities and between children, staff or families in the local community.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- 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, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - Can include the exploitation of individuals.

Prejudicial bullying (based on any of the nine protected characteristics- age, gender, race, disability, religion or belief, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy & maternity):

Cyberbullying

Online bullying is often referred to as cyberbullying, meaning bullying via electronic means.

Online bullying is usually an extension of face to face bullying

When responding to identified cyberbullying, at home or in school, the school will act as soon as an incident has been reported or identified.

Step One:

- Secure the safety of the child.
- Record the bullying on My Concern under the category of 'Bullying- Online'.
- Further details of the bullying incident should be recorded on the staff incident report form, see [appendix 1](#).
- Assure child that they are believed and that imminent action will be taken.

Step Two:

- Use Group Behaviour Model to identify roles involved in the incident, see Perpetrators & Targets section below.
- Take action in line with STEPS principles, using the approach that is necessary and report to all parents & carers of the 'ringleader, assistants and target'.
- Make it clear to all children involved the behaviour needs to stop.

Step Three:

- Reflect on school policies, culture and other issues.
- What can we learn?

In addition to the steps above staff should:

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied, with support of staff or parent, to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:

- Looking at use of the school systems.
- Identifying and interviewing possible witnesses.
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Schools can search a child's property, including phone with or without the child's permission or if they suspect the pupil may have a prohibited item (including pornography).

Once the safety of the victim/target is secured and the behaviour is stopped, it's important to ask whether there are any underlying issues around this situation to ensure this doesn't happen again. This is online with Cambridgeshire STEPS, we aim to identify the underpinning attitudes behind the behaviour.

Strategies should be drawn up by the school with involvement from child and their parents to prevent this situation occurring again.

Ensure that appropriate sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need

In more serious circumstances the police should be contacted if it is thought a criminal offence has been committed. Bullying and cyberbullying are not specifically criminal offences. However, there are criminal and civil laws that can be used to prosecute the perpetrators of cyberbullying. For example, under the Malicious Communications Act 1988, it is an offence to send a communication with the intention of causing distress or anxiety; and under section 127 of the Communications Act 2003 it is an offence to send an electronic message that is grossly offensive or of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 covers threatening behaviour or harassment, including online and offline stalking

Provide information to staff and pupils regarding steps they can take to protect themselves online
This may include:

Make your profile private, block and report abusive people and content, only invite or accept genuine friends, think before you share, compare with a face to face situation, keep your password private

Perpetrators and Targets

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts

In order to prevent and tackle bullying it is vital to understand the roles involved. The traditional view is that there is a clear 'Bully' role and a 'Victim' role. Whilst it is important to remember that roles can change there are key roles identified in bullying incidents that help us to understand the group dynamics

- The ringleader initiates and leads the bullying
- The assistant is actively involved in 'doing' the bullying, but does not lead it
- The reinforcer supports the bullying, might laugh or encourage what's going on but doesn't 'do' it

- The outsider ignores or doesn't see the bullying and doesn't want to get involved
- The defender stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school
- The target is the person at whom the bullying is aimed

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Need which means they may be unable to realise what others may be doing to them, or they may be afraid to speak out.

Staff must also be aware of those children who may be more vulnerable to bullying. Those experiencing difficult family circumstances, those responding to emotional problems, behavioural problems or mental health issues may be more likely to fall victim to the behaviour of others.

Indicators for Parents and Staff

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- | | |
|--|---|
| • Is frightened of walking to or from school | • Changes their usual routine or behaviour |
| • Is unwilling to go to school | • Becomes withdrawn anxious, or lacking in confidence |
| • Starts stammering | • Attempts or threatens to run away |
| • Cries themselves to sleep at night or has unusual nightmares | • Feels ill in the morning |
| • Begins to make less effort with school work than previously | • Has possessions which are damaged or "go missing" |
| • Asks for money, frequently loses money or starts stealing money | • Has unexplained cuts or bruises |
| • Comes home hungry (money / lunch has been stolen) | • Becomes suddenly aggressive, disruptive or unreasonable |
| • Is bullying other children or siblings | • Stops eating |
| • Is afraid to use the internet or mobile phone and appears jumpy when a message is received | • Is frightened or refuses to say what's wrong |
| • Lack of eye contact | • Becoming short tempered |
| • Change in attitude towards people at home | |

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Raising staff awareness of children involved in friendship and bullying incidents
- Reassuring the pupil and providing continuous pastoral support
- Ensuring safe spaces to play and work free from threat of being bullied

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice
- Being advised and supported to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Regular check ins with children involved
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAMHS)

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with positive school behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and school suspensions & permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CAMHS)

Outcomes

All known/reported incidences of bullying will be investigated by a member of the school's Senior Leadership Team (SLT) or Senior Management Team (SMT). Parents of the perpetrator and target may also be questioned about the incident or about any concerns they may hold.

The child displaying the unacceptable behaviour may be asked to explain - in their own words - what has happened and their perception of the harm which has been caused. If appropriate and the child that has been targeted feels comfortable, they may be asked to listen to the target's view of the situation and the effects the behaviour has had. We would expect perpetrators to genuinely apologise (as appropriate to the child's age and level of understanding) and change their behaviour immediately. These conversations would be facilitated by a member of staff that felt confident in guiding and monitoring these conversations.

Other consequences may take place, this may involve children working with staff members to address the Pro-social skills required to ensure incidents are not repeated, this may be single or multiple sessions.

In some cases, other agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others, for example, a youth and wellbeing worker, a play therapist or therapeutic play worker and, occasionally, the police.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to change their behavioural choices), support from behaviour outreach, counselling, reduced timetables, or even school suspensions or permanent exclusion will be considered in consultation with parents, SLT and the Special Educational Needs Coordinator.

Once incidents have been investigated and responded to, each case will be recorded within My Concern – using the bullying flag – and monitored to ensure further bullying does not take place. Regular check-ins with

the class teacher, child and their parents will take place. The Advisory Body will be informed of any incidents recorded in the log along with sanctions and reconciliation.

Prevention

At our Trust's primary schools, we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, Relationship and Sex Education and Personal, Social, Health and Economic (PSHE) lessons, our Spiritual, Moral, Social and Cultural Curriculum, talks by visitors and ongoing online safety.

Children are consulted through in-school pupil questionnaires, Child's Voice feedback sessions, the results of any thoughts shared are promptly responded to children via School Council. All staff and volunteers receive annual safeguarding training and are clear in what steps they should take if they have any concerns regarding a child or adult.

The ethos and working philosophy at our primary schools means all staff actively encourage children to have respect for each other and for the property of others. Awareness of anti-bullying is raised through school assemblies, national anti-bullying days and posters throughout school.

Staff will regularly discuss bullying & friendship issues; this will create a culture where children recognise that staff are serious about dealing with bullying and they are more likely to share concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our PSHE curriculum and promotion of positive learning behaviours.

Staff will support every child in our school. We celebrate and respect difference and diversity and our children are extremely mature in their understanding and empathy towards those who they perceive as different from themselves.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about an imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other. Staff training will be used to raise the issue of bullying and its impact, ensuring it has a high profile on the school agenda and strategies and procedures are clear and consistent.

Children are involved in the prevention of bullying as and when appropriate, for example by:

- Sharing worries with a trusted member of staff, by adding them to class worry boxes or reporting them via school website. By addressing smaller worries, we can strive to prevent them escalating into bigger issues
- Contributing to a shared set of class rules
- Supporting children to find safe and friendly networks when they are on their own by going to the friendship stop
- Writing stories or poems or drawing pictures about bullying
- Producing anti-bullying posters and nurture and support posters
- Exploring scenarios involving inappropriate behaviour or unkind words through our PSHE curriculum
- Being proactive and speaking out to resolve conflict at the earliest stage
- Contributing to role-play regarding how to respond to bullying
- Engaging with discussion about bullying and why it matters that children - directing unacceptable behaviour towards others - are dealt with quickly
- Contributing to our whole school ethos and playing a part in fostering respect, tolerance and understanding

- Engaging in activities such as P4C

If a child feels that they are being bullied, there are several procedures that they are encouraged to follow, using our Start Telling Other People (STOP) approach:

- Tell a teacher or any adult in school whom you feel you can trust or report through the school website. At The Shade Primary School they can also add a note to the worry box in their classroom.
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your class PSHE lesson or discussions
- Ring Childline or the NSPCC and follow the advice given
- Tell a friend
- Tell your School Councillor

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident quickly and impartially. It may be that there have been previous incidents that have been dealt with but in isolation or in early stages these may be lower level. Reports must be discussed with a member of the SLT as soon as possible.

Incidents where staff have spoken with children about potential bullying behaviours, and/or where parents have raised concerns regarding bullying should be recorded on My Concern, including incidents where staff have spoken with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying will be reported to the Advisory Body via termly headteacher reports.

All reported incidents of bullying will be shared with relevant staff and the parents of all children involved, in order that everyone can be vigilant and that further incidents by the same reported perpetrator(s) may be prevented from happening in the future. Concerns will be shared with the Designated Safeguarding Lead. Restorative sanctions may be given, as deliberate harm has been caused to another child. Where the child has known SEND or emotional difficulties, a sanction will be agreed in consultation with parents and the SENCo.

Governance

If Advisory Body members are informed of any suspected bullying or see something which concerns them, they should report this directly to the Headteacher at the earliest opportunity. The Headteacher will then decide the necessary course of action. If they are unable to contact the Headteacher, they should contact a member of SLT at the earliest opportunity.

Advice to Parents

If incidents of bullying are reported to have occurred outside of school time or off school grounds, we will still offer as much support as possible. We will inform the children and their parents of our concerns, speak to relevant staff to see whether this may be something which has stemmed from school or has been brought into school. We will offer the use of school staff and premises as a means of supporting parents and children to resolve the issues and continue to monitor this carefully in school.

As the parent of a child whom you suspect is being bullied:

1. Report bullying concerns directly to your child's class teacher or via the online reporting form on the 'Concerns about Bullying' page on the school's website
2. Speak to the Headteacher, or a member of SLT and raise concerns
3. Know that incidents will be recorded and all children and parents will be informed of the incident
4. You will be asked to join a meeting to discuss the concern and agree next steps to ensure a swift resolution

5. Support and nurture will be offered to both perpetrators and children that have been targeted. In cases where bullying is affecting school attendance, a plan will be drawn up in consultation with parents, the child and our attendance lead. This will be appropriate and positive in ensuring the child feels properly supported on their return to school and the plan will be shared confidentially with relevant staff.

We strongly advise that parents do not

1. Attempt to resolve any problems by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents
2. Encourage your child to be 'a bully' back, it will send out the wrong message about how we deal with bullying and undermine the work we do at school

Useful links and Supporting Organisations:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
 - [Toolkit for Parents](#) Information and advice for parents and carers.
 - [Advice - My child has been accused of bullying others](#) Advice from the ABA for parents and carers should they find that their child has been involved in a bullying incident.
 - [Advice - How to help your child if they are being bullied](#) Guidance from the ABA regarding how to help your child if they are being bullied.
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children with SEN and disabilities: [Tools and Information](#)
- SEND code of practice: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

Cyberbullying

- Child Net: www.childnet.com

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS): [UK Council for Child Internet Safety](http://www.ukccis.org.uk)
- DfE 'Cyberbullying: Advice for Headteachers and School Staff': [Advice for Headteachers and School Staff](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342223/Advice_for_Headteachers_and_School_Staff.pdf)
- DfE 'Advice for Parents and Carers on Cyberbullying': [Advice for Parents and Carers](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342223/Advice_for_Parents_and_Carers.pdf)

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com

LGBT

- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

Appendix 1: Anti-Bullying Incident Report Form

Date:		Staff Member Writing report:	
--------------	--	-------------------------------------	--

Nature of incident (tick as many as appropriate)

<input type="checkbox"/> Children on FSM	<input type="checkbox"/> Children who are perceived at LGTBQ+	<input type="checkbox"/> Sexual and Sexist Bullying	
<input type="checkbox"/> Young Carers	<input type="checkbox"/> Looked after children	<input type="checkbox"/> Social Class	
<input type="checkbox"/> Disability or SEN related	<input type="checkbox"/> Racist	<input type="checkbox"/> Other (Please state)	
<input type="checkbox"/> Religious Minorities	<input type="checkbox"/> Appearance related		

	Name	Year Group	Gender	Ethnicity
Target				
Perpetrator				

Target				
Perpetrator				

Summary of Incident

<input type="checkbox"/> Comments and language		<input type="checkbox"/> Ridicule/Ostracism	
<input type="checkbox"/> Damage to property		<input type="checkbox"/> Verbal Abuse and Threats	
<input type="checkbox"/> Graffiti		<input type="checkbox"/> Written/Text Abuse	
<input type="checkbox"/> Physical Assault		<input type="checkbox"/> Other (Please state)	
<input type="checkbox"/> Provocative behaviour			
<input type="checkbox"/> One off incident	Yes / No		

Details of Incident:

Staff Member dealing with incident..... **Date:**

In the box below, please provide a detailed and accurate summary of the incident including names and year groups of students involved (continue on reverse if necessary)

SLT action taken

Discussed at School Briefing or staff meeting		Followed up in PSHE or other curriculum area	
Discussed with others involved or witnessing the incident		Reviewed equality policy /objectives/ action plan	
Discussed with Parents/Carers -Perpetrator		Written follow up with parents	
Discussed with Parents/Carers - Victim		Fixed Term / Permanent Exclusion	
Discussed with perpetrator / Victim		Followed up in assembly	
Is this the first Prejudice incident for the perpetrator?		Is this the first Prejudice incident for the victim?	
Notes:			

Resolution Notes / Restorative Conversations /Pro-Social skills to be taught

Signed by Staff Member:

.....

Date:

Signed by
Headteacher/SLT

.....

Date:

Appendix 2: Model Letter to the Parents/Carers of the Ringleader or Assistant of Bullying

NOTE: A member of the school staff should have made every effort to speak to parent(s)/carer(s) immediately following the incident. Please alter the wording in the letter if necessary to take account the age of the pupil(s) etc.

(Name and address)

Dear

I regret to inform you that (name of pupil) has been involved in an incident of a bullying nature on (date)

Unfortunately, (details of the incident)

The school has a very clear anti-bullying policy and we work hard to ensure that children understand the principles of this along with being kind to others.

I would be grateful if you could spend some time talking to (name of pupil) about the reasons why the incident occurred, and to explain the seriousness of their behaviour.

If you would like a meeting to discuss the events, in order to ensure that we can support you to promote (name of pupil)'s appropriate behaviour and avoid (name of pupil)'s involvement in bullying type incidents in the future. Please arrange a convenient time with the school office.

Thank you in anticipation for your support in this matter.

Yours sincerely

Headteacher

Appendix 3: Model Letter to the Parents/Carers of the Target of a Bullying Incident

NOTE: A member of the school staff should have made every effort to speak to parent(s)/carer(s) immediately following the incident. Please alter the wording in the letter if necessary to take account the age of the pupil(s) etc.

(Name and address)

Dear

I regret to inform you that (name of pupil) was the target of an incident of a bullying nature on (date)

We have spoken with all involved and gained as much information as possible. We have assured (name of pupil) of our support and explained the actions we will be taking. The class teacher and wider staff will offer personal support and monitor the situation.

The school has a clear policy and procedures for dealing with Incidents of a bullying nature. In line with school procedures we have taken the following action in dealing with the incident: (details of action taken)

We encourage pupils to report all such incidents and always record them and the actions which follow.

I would like to invite you into the school for a meeting about the incident, in order to ensure that we can help you to support (name of pupil) at home and school over this matter. Please arrange a convenient time with the school office.

Yours sincerely

Headteacher

Appendix 4: School Leads on Anti-Bullying

The Shade Primary School

Senior lead co-ordinating the whole school approach to anti-bullying:	Jane Segust, Headteacher
Advisory Body member lead for Anti-Bullying Activity:	Simon Thompson

Kennett Primary School

Senior lead co-ordinating the whole school approach to anti-bullying:	Scott Horsley, Headteacher
Advisory Body member link for Safeguarding:	Andrew Baughan

The Weatheralls Primary School

Senior lead co-ordinating the whole school approach to anti-bullying:	Ruchi Sabharwal
Advisory Body member link for Safeguarding:	Anne Bevan