



Anti-Bullying Policy

School

The term “school” is used throughout. The nature of school as defined by The Wildings is made clear in the published Visions, Aims, Values and Standards Documentation and website information. This will also be reflected consistently and coherently in The Wildings constitution as a Community Interest Company (CIC) as detailed in “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 5: constitutional documents”.

Leadership and Governance

The terms “principal”, “governance” and “governance lead” are used throughout. The nature of leadership and governance for a Community Interest Company is detailed within the “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 9: corporate governance”.

Reporting

The term “reporting” is used throughout. It is made clear in the policies whether reporting is internal or external, compliance or quality assurance. Reporting obligations arising from being a CIC are detailed in “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 8: statutory obligations”.

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Statement of intent

The Wildings believe that all individuals have the right to feel safe and supported in a secure environment, free from physical threats, verbal taunts, and any form of bullying or harassment which may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language, whilst at school or anywhere else.

The Wildings takes all form of bullying seriously and is particularly concerned to act in relation to incidents which include racist, sexist, disability, homophobic, biphobic and transphobic elements. In these cases, such issues will be specifically addressed with the young person and their parent or carer as appropriate.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to prevent all forms of bullying amongst young people. These measures are part of the school's Communication Policy, which is shared with all young people, colleagues and homes.

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

1.1.1. *Education and Inspections Act 2006*

1.1.2. *Equality Act 2010*

1.1.3. *Protection from Harassment Act 1997*

1.1.4. *Malicious Communications Act 1988*

1.1.5. *Public Order Act 1986*

1.1.6. *Communications Act 2003*

1.1.7. *Human Rights Act 1998*

1.1.8. *Crime and Disorder Act 1998*

1.1.9. *Education Act 2011*

1.1.10. *DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'*

1.2. This policy has due regard to national guidance including, but not limited to, the following:

1.2.1. *DfE (2018) 'Mental health and wellbeing provision in schools'*

1.2.2. *DfE (2020) 'Keeping children safe in education'*

1.2.3. *DfE (2018) 'Working Together to Safeguard Children'*

1.2.4. *DfE (2018) 'Health and safety: responsibilities and duties for schools'*

1.2.5. *DfE (2015) 'Health and safety for school children'*

1.2.6. *DfE Guidance Preventing and Tackling Bullying: Advice for Principal, staff and governing bodies (July 2017)*

1.2.7. *DfE (2017) 'Safe storage and disposal of hazardous materials and chemicals'*

1.2.8. *Supporting children and young people who are bullied: advice for schools: DfE Guidance (March 2014)*

1.2.9. *Cyberbullying: advice for Principal and school staff: (November 2014).*

1.2.10. *Advice for parents and carers on cyberbullying: (November 2014) DfE (Don't Suffer in Silence booklet).*

1.2.11. *HSE (2014) 'Sensible health and safety management in schools'*

1.3. This policy operates in conjunction with the following school policies:

1.3.1. Communication Policy

1.3.2. Cyberbullying Policy

1.3.3. Child Protection and Safeguarding Policy

1.3.4. Online Safety Policy

2. Roles and responsibilities

2.1. The Governing Board are responsible for:

2.1.1. Evaluating and reviewing the policy to ensure it is not discriminatory.

2.1.2. Implementing the policy.

2.1.3. Ensuring that the school adopts a tolerant and open-minded policy towards difference.

2.1.4. Ensuring the school is inclusive.

2.1.5. Analysing any bullying data to establish patterns and reviewing the policy considering these.

2.2. The Principal (and Designated Safeguarding Officer) will:

2.2.1. Review and amend the policy following consultation with the school community.

2.2.2. Keep a record of all reported bullying incidents to allow for proper analysis of the data collected.

2.2.3. Analyse the data in the bullying record at regular intervals to identify trends, so that appropriate measures to deal with them can be implemented.

2.2.4. Arrange appropriate training for colleagues.

2.2.5. Provide a point of contact for homes in the form of Champions.

2.2.6. Coordinate and organise appropriate mental health support for young people, if required.

2.3. All Stakeholders, School Nurse and Counsellors, Parents and Visitors will:

2.3.1. Be alert to possible bullying situations and inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Officer of such observations through CPOMS, or a meeting with the DSL/DDSL or through a bullying report form*.

2.3.2. Refrain from bullying or gender stereotyping when dealing with bullying.

2.3.3. Being available for young people who wish to report bullying.

2.3.4. Take into consideration all our young peoples' histories and past experiences of bullying.

2.3.5. Report any instances of bullying once they have been approached by a young person for support.

2.4. In addition to the above all colleagues will also:

- 2.4.1. Be alert to social dynamics in their group.
- 2.4.2. Be alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's Champion of such observations.
- 2.5. As well as the above Champions will also:
 - 2.5.1. Correspond and meet with homes where necessary.
 - 2.5.2. Provide a point of contact for young people and home when bullying incidents occur.
 - 2.5.3. Provide follow-up support after bullying incidents.
- 2.6. Young People are encouraged to:
 - 2.6.1. Inform a colleague if they witness bullying or are a victim of bullying.
 - 2.6.2. Not making counter-threats if they are victims of bullying.
 - 2.6.3. Walk away from dangerous situations and avoid involving other young people in incidents.
 - 2.6.4. Keep evidence of cyberbullying and inform a colleague should they fall victim to cyber bullying.
 - 2.6.5. Not bully others.
 - 2.6.6. Work with others in the community to resolve differences and conflicts in a constructive manner.
 - 2.6.7. Be responsible for their actions.

3. Statutory implications

- 3.1. The school understands that, under the Equality Act 2010, it has a responsibility to:
 - 3.1.1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
 - 3.1.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - 3.1.3. Foster good relations between people who share a protected characteristic and people who do not share it.
- 3.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- 3.3. The principal will ensure that this policy complies with the HRA; the principal understands that they cannot do this without fully involving colleagues.

- 3.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- 3.4.1. Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
 - 3.4.2. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - 3.4.3. Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
 - 3.4.4. Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

4. Definitions

- 4.1. Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally humiliate, threaten, frighten, or hurt an individual or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, biphobia and transphobia, special educational needs and disability (as defined in the Equality Act 2010), or because a young person is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs, and email. Bullying can occur through several types of anti-social behaviour.
- 4.2. Cyber-bullying is "an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."
- 4.3. Bullying can take place between young person to young person (peer on peer - see Child Protection and Safeguarding Policy, colleague to colleague and colleague to

young persons. We consider the pastoral care of the young people and colleagues to be of prime importance. A democratic approach is at the heart of our approach when addressing incidents of bullying.

5. Types of Bullying

5.1. Bullying can take the following forms:

- 5.1.1. **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin, or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community, or group. This is an area where schools are required to keep statistics about incidents.
- 5.1.2. **Cultural** – focusing on and/or playing off perceived cultural differences or similar.
- 5.1.3. **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping because of gender. Sexual - is unwanted or inappropriate physical contact or sexual innuendo.
- 5.1.4. **Homophobic, biphobic and transphobic (HBT) bullying**- bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT) or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- 5.1.5. **Religious** – Attacking faith, belief, religious practice or custom.
- 5.1.6. **Prejudicial Bullying** - Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as social emotional and mental health disabilities (SEMH) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).

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

- 5.2.1. Young people with SEND.
- 5.2.2. Young people who are adopted.

- 5.2.3. Young people suffering from a health problem.
- 5.2.4. Young people with caring responsibilities.
- 5.3. Bullying can be direct or indirect:
 - 5.3.1. Direct forms include physical violence or threats; verbal assaults and taunts; the destruction of property; extortion and unwanted sexual interest or contact. When referring to any form of sexual bullying, please refer to the Child Protection and Safeguarding Policy.
 - 5.3.2. Indirect forms of bullying include ignoring and withdrawal of friendships; excluding and isolating young people (relationship bullying); malicious gossip; offensive and threatening texting; spreading rumours and abusive or offensive graffiti. Bullying may also include being forced to become involved in criminal or anti-social behaviour.
- 5.4. Bullying can be done in the following ways:
 - 5.4.1. **Emotional** (indirect bullying) including isolation of others by a refusal to cooperate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ cooperate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
 - 5.4.2. **Physical harm** or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
 - 5.4.3. **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on. Please see Cyber Bullying Policy
- 5.5. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious

Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

5.6. Some forms of bullying are illegal. These include:

- 5.6.1. violence or assault
- 5.6.2. theft
- 5.6.3. repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, or text messages
- 5.6.4. hate crimes

6. Signs of Bullying

6.1. Colleagues will be alert to the following signs that may indicate a young person is a victim of bullying:

- 6.1.1. Being frightened to travel to or from school
- 6.1.2. Asking to be driven to school
- 6.1.3. Unwillingness to attend school
- 6.1.4. Truancy
- 6.1.5. Becoming anxious or lacking confidence
- 6.1.6. Saying that they feel ill in the morning
- 6.1.7. Decreased involvement in schoolwork
- 6.1.8. Returning home with torn clothes or damaged possessions
- 6.1.9. Missing possessions
- 6.1.10. Missing dinner money
- 6.1.11. Asking for extra money or stealing
- 6.1.12. Cuts or bruises
- 6.1.13. Lack of appetite
- 6.1.14. Unwillingness to use the internet or mobile devices
- 6.1.15. Becoming agitated when receiving calls or text messages
- 6.1.16. Lack of eye contact
- 6.1.17. Becoming short tempered
- 6.1.18. Change in behaviour and attitude at home

7. School Principles

7.1. Our school principals are Connection, Democracy, Equality and Self-Awareness and these run through all that we do at The Wildings. These principles will be explained to and explored by our community regularly and act as a preventative measure against bullying. This is how our principles relate to anti-bullying:

7.1.1. **Connection:** meaning our connections or relationships with one another. When exploring this principal, we plan to invite young people to think about their individual connections with various people. We will support them to talk about and understand the differences between various connections with people and reflect on how they feel about them. We will also support them with maintaining or improving connections if they desire. We expect this principle to massively reduce instances of bullying.

7.1.2. **Democracy:** meaning 'people's rule' or rule of the people. When we engage young people in democratic discussion and decision making, we invite them to communicate feelings and needs in a non-violent manner. We model and support each member of the community to have a voice and work to hear and support each other to move forward and grow together in a safe and supportive manner. We expect this principle to massively reduce instances of bullying.

7.1.3. **Equality:** meaning that everyone in our community is equal and should be treated with the same value and have the same voice. This is one of the core principles of a democratic community. Our young people need to feel that their voice has equal weight and that they can truly influence their now and their future in a non-violent manner. We expect this principle to massively reduce instances of bullying.

7.1.4. **Self-Awareness:** meaning getting to know ourselves. Understanding who we are, where we have come from and what is most important to us. This is a key aspect of being happy, finding direction within life and being able to communicate clearly and from the heart. We expect this principle to massively reduce instances of bullying.

8. Policy Principles

8.1. Underpinning this policy is the expectation that:

8.1.1. Colleagues will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

- 8.1.2. Unpleasantness from one person towards another is always challenged and never ignored.
- 8.1.3. Colleagues act immediately when they become aware of a bullying incident; this applies to all colleagues.
- 8.1.4. Colleagues always respect young people's privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- 8.1.5. If a colleague believes a young person is in danger, e.g. of being hurt, they will inform the DSL immediately.
- 8.1.6. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Prevention

- 9.1. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. We are committed to creating a culture in which bullying of any kind is not accepted by anyone. We aim to prevent incidents of bullying by employing strategies for its prevention as well as maintaining conditions where bullying is less likely to flourish and is more easily detected. We achieve this by doing the following:
 - 9.1.1. Promoting open and honest relationships using our principles of democracy, self-awareness, equality and connection.
 - 9.1.2. Using and teaching nonviolent communication to support people to connect with others appropriately
 - 9.1.3. Using and teaching nonviolent communication and self-awareness to support people to connect with themselves.
 - 9.1.4. Colleagues modelling respectful, nonviolent interactions for our young people.
 - 9.1.5. Developing a culture in which all individuals are listened to and their concerns are taken seriously.
 - 9.1.6. Ensuring young people understand that if they have been bullied or have witnessed bullying, that they can tell someone they trust.
 - 9.1.7. Helping all colleagues, young people, parents and carers to understand what constitutes bullying.

- 9.1.8. Ensuring everyone, including all colleagues, young people, parents and carers are aware that bullying is completely unacceptable.
- 9.1.9. Ensuring everyone, including all colleagues, young people, parents and carers, are fully aware of the school's Anti-Bullying policy.
- 9.1.10. Ensuring that young people are supported to develop empathy, for the feelings they may evoke in others.
- 9.1.11. Using the school site fully to create 'safe', quieter spaces for those young people that prefer solitude and peace at break times.
- 9.1.12. Raising awareness and educating young people about bullying through the PSHE curriculum.
- 9.1.13. Using our school values of Democracy, Self-reflection, Connection and Equality to underpin all that we do.
- 9.1.14. Further raising awareness of bullying by discussing incidents of bullying (where consent has been given) and details of the school's anti-bullying policy and its review in school meetings.
- 9.1.15. Using the school meeting as a forum for the community to work together to discuss and problem solve on issues related to bullying.
- 9.1.16. Colleagues working closely with one another and sharing information at least daily about our interactions with and concerns etc. about the young people we work with. This practise supports our awareness and vigilance in spotting signs of distress.
- 9.1.17. Giving young people and colleagues free and informal access to the principal and all other colleagues.
- 9.1.18. Knowing all individuals personally and developing good relationships with them so that signs of possible distress are easier to spot and investigate.
- 9.1.19. Working with our young people in very small groups, often one to one, which ensures any in-class bullying is very easy to spot and discuss quickly.
- 9.1.20. Our young people require colleague supervision at all times of the school day which makes spotting bullying and discussing it easy.
- 9.1.21. All colleagues remain vigilant to recognise if bullying is taking place, and deal with it thoroughly and with sensitivity.
- 9.1.22. Training colleagues so they are equipped to spot signs and deal with incidents of bullying and support the victims and perpetrators.
- 9.1.23. Maintaining the Anti-Bullying Policy using the opinions of young people and colleagues and feedback to inform any changes.

- 9.1.24. Ensuring individuals know that incidents of bullying will be dealt with promptly and effectively by providing a clear framework to colleagues for dealing with incidents of bullying as well as straightforward procedures that make it easy to report and deal with any types of bullying.
- 9.2. As well as the strategies above The Wildings also celebrates diversity and difference in its delivery of the curriculum in the following ways:
- 9.2.1. Our curriculum is enquiry based. Learning in this way naturally requires learners to enquire about difference.
- 9.2.2. A calendar of cultural events runs alongside the curriculum.
- 9.2.3. SMSC foci runs through the entire curriculum.
- 9.2.4. Our PSHE curriculum covers bullying, social skills, abuse, community projects, equality, SMSC, relationships & friendships, emotions & feelings.
- 9.2.5. The school holds community events and cultural days.
- 9.2.6. We run projects working with vulnerable and disadvantaged groups.
- 9.3. All of our young people are considered vulnerable. Our therapeutic approach at The Wildings, along with our close connections with young people and their families, supports those with wellbeing and mental health concerns. This support is offered to all including perpetrators of bullying.

10. Procedures

- 10.1. We aim to proactively work to prevent and eliminate any form of bullying by:
- 10.1.1. Using nonviolent communication to support relationships and interactions within the school community.
- 10.1.2. Promoting anti-bullying throughout our school curriculum.
- 10.1.3. Informing home by various means of the school's anti-bullying policy whilst encouraging them to support it.
- 10.1.4. Providing counselling and help for all young people that are affected by bullying.
- 10.1.5. For all colleagues and carers at The Wildings to address issues of bullying in a consistent manner, based on individual needs.
- 10.1.6. To work with young people, parents / carers, and colleagues so that everyone is aware of what steps to take when an incident of bullying has occurred.

- 10.1.7. To use democratic processes in responding to incidents of bullying and to emphasise to colleagues, young people, parents, and other interested parties the company's 'zero tolerance' attitudes towards bullying behaviour.
- 10.1.8. To reassure parents / carers and placing social workers that The Wildings takes the issue of bullying seriously and will take the necessary action to minimise its impact on the young people who are part of the school.
- 10.1.9. To ensure records are kept evaluating the effectiveness of the approach or to enable patterns to be identified.

11. Weekly School Meeting:

- 11.1. The school holds weekly school meetings which all young people and colleagues are encouraged to attend. The purpose of the meeting, in relation to the issues in this policy, is to offer an open, honest and supportive forum for any individual in the school to raise any issue which affects them. We hope that in time and with work done around young people's self-awareness and communication skills, our young people will feel comfortable and confident enough to raise and discuss matters of bullying either in this way or by asking their champion or another colleague to raise the issue affecting them on their behalf.
- 11.2. We believe using this forum as a way of resolving conflicts and determining consequences for any breach of the school's rules/code of conduct results in:
 - 11.2.1. greater openness and honesty amongst the community
 - 11.2.2. increased awareness of issues such as bullying and its effects
 - 11.2.3. increased empathy
 - 11.2.4. greater understanding of cause and effect with regard to the way people behave
 - 11.2.5. people taking responsibility for their actions
 - 11.2.6. engaging individuals in problem solving
 - 11.2.7. team work
 - 11.2.8. the opportunity for individuals to develop communication skill
 - 11.2.9. discussions of British Values of democracy, rule of law, individual liberty and mutual respect of people with different faiths or beliefs
 - 11.2.10. discussions about social, moral, spiritual and cultural issues
 - 11.2.11. sense of belonging and ownership at school

- 11.2.12. increased self-esteem and trust in peers and community members
 - 11.2.13. the opportunity to be heard and have opinions valued
 - 11.2.14. people having an equal say and effecting change on matters which affect them
 - 11.2.15. greater autonomy
- 11.3. Until this happens in school meetings and in case it doesn't, when incidents of bullying are reported to a young person's Champion or any other colleague or if bullying is witnessed by a colleague, that colleague will do the following:
- 11.3.1. Follow procedures outlined in the Health and Safety Policy, First Aid Policy and Safeguarding Policy where appropriate.
 - 11.3.2. Seek support from other colleagues where required (all parties involved and witnesses may need to be separated).
 - 11.3.3. If colleagues consider that an unlawful offence may have been committed, we will seek assistance from the police.
 - 11.3.4. Offer emotional support to any parties that are distressed.
 - 11.3.5. Separate involved parties and witnesses.
 - 11.3.6. Investigate the incident or allegation by asking each involved young person and /or any witnesses to detail what happened. This information can be recorded using the Bullying Report Form* or an incident report form or the colleague can make accurate notes to use when reporting later on.
 - 11.3.7. If the incident is serious Bullying Report Forms and/or Incident Report Forms must be filled out (with support where desired) by involved parties and witnesses.
 - 11.3.8. If the incident or allegation involves any discriminatory content identified in section 5, colleagues involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented. If deemed necessary, colleagues will:
 - 11.3.8.1. Inform the young person they have been interviewed and what will happen next.
 - 11.3.8.2. Report the details shared to the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Officer via CPOMS.
 - 11.3.8.3. Fill out an incident report of their own if they witnessed an incident and share that report with Designated Safeguarding Lead and/or Deputy Designated Safeguarding Officer.
 - 11.3.8.4. Share details of the incident with the involved young person's Champion and the rest of the team via CPOMS where it is appropriate to.

11.3.8.5. The young person's (victim and perpetrators) parents or carers will be informed on the same day of any incidents of bullying that have taken place.

11.3.8.6. Any further action will be decided and communicated by the DSL and colleague team, along with actions to be added to the school meeting agenda.

11.4. If a less serious incident such as a fallout or disagreement amongst young people is witnessed or reported the colleague present may attempt to support the involved young people by engaging them in a conversation with a conflict resolution approach and encouraging non-violent communication between parties. Details of the disagreement should be recorded on CPOMS for the purpose of making other colleagues, particularly the Champions of the young people involved, aware of social dynamics between young people so that they know to be alert and are ready to support where needed.

11.4.1. If a friend of a victim makes a report of bullying or a colleague overhears a conversation about it, colleagues will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, colleagues will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If colleagues are in any doubt, they will speak to the DSL.

11.4.2. Champions or colleagues will attempt to discuss ways of moving forward with the information the young person has shared in a way that the young person feels comfortable with. This could include:

11.4.2.1. The young person, with the support of a colleague, engaging in conversation with the perpetrator (or the victim if the young person disclosing is the perpetrator), either informally or formally and with a conflict resolution focus, facilitated by the colleague

11.4.2.2. The young person fills in a *Bullying Report Form** with the help of a colleague where preferred and asks the colleague to resolve the incident for them.

11.5. Investigating a bullying incident:

11.5.1. When investigating a bullying incident, the following procedures are adopted:

11.5.2. The victim, alleged bully and witnesses are all interviewed separately.

11.5.3. Colleagues ensure that there is no possibility of contact between the young person being interviewed, including electronic communication.

- 11.5.4. A room is used that allows for privacy during interviews.
- 11.5.5. A witness is used for serious incidents.
- 11.5.6. If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the colleague to obtain the full picture.
- 11.5.7. Premature assumptions are not made, as it is important not to be judgemental at this stage.
- 11.5.8. Colleagues listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete.
- 11.5.9. All concerned young people are informed that they must not discuss the interview with other young people.

12. Training

- 12.1. Colleagues are expected to undertake appropriate CPD in order to further contribute to the success and safety of this policy. This training will be supported by the Child Protection and Safeguarding Policy and outline the signs of bullying that all colleagues will be trained to be aware of.
- 12.2. Annual anti bullying training will be provided as part of the schools continuing professional development.
- 12.3. Termly safeguarding updates will be delivered to all colleagues to underpin the safety and welfare of the Wildings school community.

13. Monitoring and Review

- 1.1. This policy is monitored for effectiveness by the principal, colleagues and where appropriate, young people and will be reviewed every year.
- 1.2. Date of next review is: **September 2024**

Appendix 1: Bullying Report Form

This form will be sent to the principal upon completion.

Personal details	
Name of person reporting incident:	
Name of young person(s) being bullied:	
Gender:	
Year group:	
Champion:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?