



Administration of Prescribed Medicines

Agreed: December 2025

Next Review: December 2027

On a journey together where learning has no limits.

'They will soar on wings like eagles.' Isaiah 40:31

Our values: compassion, integrity, respect, community, patience, awareness

As a school we teach our children the importance of respecting others and celebrating difference and to be compassionate to each other. We have a zero tolerance attitude towards bullying behaviours and recognise how negatively these can impact on the well being of our children.

Definition of Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Our definition of bullying is:

Bullying is the persistent, premeditated, threatening behaviour which is designed to instill fear in the victim by an individual or group.

Bullying of any kind will not be tolerated in our school.

The Issue of Bullying will be dealt with the following way:

Teachers and other adults will record all incidents reported to them. These will be investigated by class teacher and, if this involves potential bullying, the Head (or member of SLT).



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A member of the SLT will interview and record both parties to ascertain cause and circumstances. Support will be given to bully and victim separately and bully will be expected to apologise and every attempt will be made to reconcile pupils.

The Head will inform parents of both victim and bully. In serious cases exclusion will be considered. The situation will then be monitored by the Head and a follow up interview with parents and children will take place to report findings.

Discussion of matters and ways of dealing with bullying e.g. sharing concerns with friends/adults, raising self esteem through PSHE and/or circle time. Victims and bullies will often share a low self esteem. We will work with the children who have been the victims of bullying to become more resilient without resorting to violence themselves.

Cyberbullying

Cyberbullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or the internet. Cyberbullying is just as harmful as bullying in the real world.

There are lots of different types of cyberbullying. These are the main ones:

Email - Sending emails that can be threatening or upsetting. Emails can be sent directly to a single target, or to a group of people to encourage them to become part of the bullying. These messages or 'hate mails' can include examples of racism, sexism and other types of prejudice.

If someone forwards or laughs at a message, they're actually adding to the problem.

Instant messenger and chatrooms - Sending instant messenger and chatroom messages to friends or direct to a victim. Others can be invited into the bullying conversation, who then become part of it by laughing.

Social networking sites - Setting up profiles on social networking sites to make fun of someone. By visiting these pages or contributing to them, you become part of the problem and add to the feelings of unhappiness felt by the victim.

Mobile phone - Sending humiliating and abusive text or video messages, as well as photo messages and phone calls over a mobile phone. This includes anonymous text messages over short distances using Bluetooth technology and sharing videos of physical attacks on individuals (happy slapping).

Interactive gaming - Games consoles allow players to chat online with anyone they find themselves matched with in a multi-player game. Sometimes cyber bullies abuse other players and use threats. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.

Sending viruses - Some people send viruses or hacking programs to another person that can destroy their computers or delete personal information from their hard drive.

Abusing personal information - Many victims of cyberbullying have complained that they have seen personal photos, emails or blog postings posted where others could see them without their permission.

Social networking sites make it a lot easier for web users to get hold of personal information and photos of people. They can also get hold of someone else's messaging



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accounts and chat to people pretending to be the victim.

- [Cyberbullying](#)
- [Staying safe online](#)

Why do cyberbullies do it?

There's no simple answer for why some people choose to cause pain to others by bullying them. There are lots of possible reasons, but here are some common ones:

- it can be simply a case of someone being in the wrong place at the wrong time and allowing themselves to be easily intimidated
- some people who cyberbully think that they won't get caught if they do it on a mobile phone or on the internet
- the people who cyberbully are jealous, angry or want to have revenge on someone, often for no reason at all
- cyberbullies often think that getting their group of friends to laugh at someone makes them look cool or more popular
- some people also bully others as a form of entertainment or because they are bored and have too much time on their hands
- many do it for laughs or just to get a reaction

If we become aware of any pupils encountering cyber bullying we will inform parents immediately, whether or not this has occurred at school.

In order to reduce the likelihood of cyberbullying we:

- Educate pupils about online safety (at least annually) and to ensure that they know that they must report any incident that they are concerned about.
- Educate parents about online safety (every other year)
- Do not allow pupils to have mobile phones whilst in school (if they need to bring a phone to school it must be handed into the class teacher at the start of day and collected at the end of the day)
- Do not allow pupils to access social networking sites or receive emails from outside the Tilian Partnership unless these have been checked by a teacher.

LGBTQ+

There is a greater risk of bullying for LGBTQ+ children and/or those that are perceived to be. LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum.

Children with SEND (Special Educational Needs and Disabilities)

There is a greater risk of bullying for children with SEND. The value of Respect and inclusive practice is a strong part of the school's culture which is shared with pupils and the wider school community through Collective Worship and in vision and values lessons for example.

Dealing with Child-on-Child Abuse

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

It is important to deal with a situation of child on child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become



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involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child on child abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff investigating child on child abuse should:

- If the abuse is potentially serious (or if the investigator is in any doubt) then a member of staff should be asked to record any interviews that take place with pupils. This can be done part way through an interview if the information being shared is starting to cause concern.
- Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)
- If, once appropriate advice has been sought from police/social care you have agreement to inform parents or if other services are not involved then you need to inform the parents as soon as possible. Wherever possible this should be done by telephone followed up with a letter
- In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way).
- Consider action to be taken in reference to:
 - What is the age of the children involved?
 - How old are the young people involved in the incident and is there any age difference between those involved?
 - Where did the incident or incidents take place?
 - Was the incident in an open, visible place to others?
 - If so, was it observed?
 - If not, is more supervision required within this particular area?
 - What was the explanation by all children involved of what occurred?
 - Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved?
 - Is the incident seen to be bullying for example, in which case regular and repetitive?
 - Is the version of one young person different from another and why?
 - What is each of the children's own understanding of what occurred?
 - Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch?
 - Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
 - Is the behaviour deliberate and contrived?
 - Does the young person have understanding of the impact of their behaviour on the other person?
 - Repetition
 - Has the behaviour been repeated to an individual on more than one occasion?



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- In the same way it must be considered, has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?
- Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.
- For the young person who has been harmed
 - What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.
 - Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE and SMSC that certain issues can be discussed and debated more frequently.
 - If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.
- For the young person who has displayed harmful behaviour
 - In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.
 - Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.
 - Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or



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- harmful behaviour.
- The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.



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