



Respect Equality Honest Resilience Responsibility Kindness Friendship

Caerleon Lodge Hill Primary School

Anti-Bullying Policy Rights, Respect, Equality

Reviewed February 2026

Signed _____ (Headteacher) Date: _____

Signed _____ (Chair of Governors) Date: _____

CAERLEON LODGE HILL PRIMARY SCHOOL

Mission Statement

Working together, learning together on our journey to success.

School Vision

- Promoting high aspirations and embracing challenges together
- A culture of well-being and nurture enabling all to thrive
- Fostering family and community engagement
- Committed to promoting values, rights and diversity
- A future facing curriculum that prepares lifelong learners
- A child centred, inclusive environment where collaboration and relationships are key

Caerleon Lodge Hill Primary School

Rights, Respect, Equality Policy

The Caerleon Lodge Hill Primary School Rights, Respect, Equality Policy has been compiled in consultation with the statutory guidance issued by Welsh Assembly Government, along with guidance from Newport City Council. The school's Governing Body, school staff and the school's Pupil Leadership Team have also been actively involved in creating this policy, which will be regularly reviewed by the Caerleon Lodge Hill Governing Body

At Caerleon Lodge Hill Primary School, we are committed to fostering an inclusive, welcoming, and safe environment where all pupils, parents, staff, and visitors feel respected, protected, and valued. We believe that every member of our school community has the right to work and learn in a secure and supportive setting.

We recognise that creating a truly inclusive school culture requires ongoing reflection, learning, and action.

We actively oppose all forms of racism, discrimination, and bullying. Such behaviours are not acceptable and will be addressed promptly and effectively. Our approach is not simply about promoting equality and diversity, but about embedding anti-racist and inclusive practices throughout our school community.

We have a **zero-tolerance policy** towards all forms of bullying and discrimination.

Our school ethos is nurtured and sustained through a continuous emphasis on our core **School Values**:

Respect Equality Honest Resilience Responsibility Kindness Friendship

These values guide our relationships, our curriculum, and our decision-making. By nurturing a culture of belonging and equity, we ensure that every member of our school community is empowered to thrive and reach their full potential.

We understand that this work is ongoing and requires courage, collaboration, and accountability. As part of our journey, we will continue to engage with professional learning, community partnerships, and pupil voice to ensure our school remains a place where everyone feels seen, heard, and safe

Research has shown that a strong emotional, psychological and social wellbeing is the foundation for academic attainment and the development of personal and social skills. Bullying and discrimination of any kind is profoundly detrimental to a person's wellbeing. It becomes the focus of their daily experience and prevents them learning. It can be categorised as an ACE (Adverse Childhood Experience) which can have long term effects that continue into adulthood if not addressed and resolved. It is unacceptable and will not be tolerated, breaking down the school ethos and

preventing equality of opportunity. Therefore, Mrs Saville, Head Teacher, will oversee all incidents of bullying. Safeguarding our school community is of paramount importance.

Staff and Governors at Caerleon Lodge Hill Primary School are committed to proactively preventing bullying and to mitigating any incidents that may occur, by adopting a thorough, robust approach that builds the confidence and self-esteem of all parties concerned. This confidence allows them to correctly identify bullying, listen to concerns of bullying, respond to them and report these incidents correctly under the protected characteristics. The purpose of this policy is to provide guidance to support this ethos and to highlight the actions that will be ongoing within our school community to cultivate this safe and welcoming environment. Training of staff, governors and pupils at Caerleon Lodge Hill Primary School will build their confidence, through strategies to identify, address and prevent bullying. It will also allow them to sensitively and appropriately support all parties involved.

This policy works alongside our commitment as a Gold Rights Respecting School, in line with UNICEF and the Children Act 1989. Many approaches across both policies align to ensure a consistent whole-school emphasis on rights, respect and equality. Caerleon Lodge Hill Primary School is committed to promoting the Rights of the Child. Article 29 of the Children Act 1989 states that education should prepare children for life beyond school, fostering self-respect and respect for others and their cultures. Children also have the right to protection from physical and mental harm (Article 36). As a result, some bullying incidents may constitute safeguarding concerns and may require involvement from external agencies, including the police. Under the Children Act 1989, bullying will be treated as a child protection issue where there is reasonable cause to believe a child is suffering, or is likely to suffer, significant harm. In such cases, the school will refer concerns to the Local Authority's Social Services Department

Definition of bullying.

It is paramount that all members of our school community understand what bullying is and what forms it may take. Bullying is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally'.

This definition is provided by the Welsh Assembly Government and can be found in their Statutory Guidance, <https://gov.wales/rights-respect-equality-guidance-schools>

Underpinning this definition are behaviours, which result in individuals of groups feeling unsafe.

Bullying behaviour usually includes the following features:

- It is usually repetitive and persistent or has the potential to be repeated, overtime
- It is intentionally harmful

- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are being targeted

Caerleon Lodge Hill Primary School is committed to addressing all incidents that challenge the rights, respect and equality of all members of our school community, including incidents that occur outside of school hours and including incidents which occur online.

Emphasis will be placed on building the confidence of all members of our school community in identifying incidents of bullying.

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles through our focus on values.

To fulfil our Anti-Bullying Vision our school:

- Deals with bullying as a whole-school issue. Prevention of bullying in schools is more effective when a consistent whole school approach is established.
- Has appointed lead professionals with responsibility for managing a strategic approach to bullying. The lead professionals are Mrs Saville, Mr N. Smith and Mrs L. Isaac
- Has appointed a Governor for Rights, Respect and Equality, this Governor will be kept fully abreast of the action plan and all activities scheduled in relation to it.
- Ensures that the whole community including parents, learners and staff understand what bullying is.
- Reinforces the anti-bullying message with the whole staff community through regular general and specific training, staff meetings and information communication.
- Ensures learners are supported to recognise, respond to and prevent bullying through a consistent and integrated approach across the Curriculum for Wales. Learning experiences promote emotional well-being, positive relationships and respect for others, developing learners' resilience, self-confidence and ability to seek support as healthy, confident individuals. Opportunities to explore empathy, fairness and responsibility support learners to become ethical, informed citizens, while problem-solving, reflection and collaboration help them develop as ambitious, capable learners. Learners are also encouraged to contribute positively to school life, enabling them to act as enterprising, creative contributors within a safe, inclusive and respectful school community
- Uses the school website to share the school anti-bullying policy and the Welsh Government Rights, respect, equality guidance for parents and children.
- Reinforces the anti-bullying message with parents through formal and informal parental communications including the school website, online platforms and regular newsletters

- Equips learners with strategies which enable them to respond to bullying behaviour
- Collates listens to and records details of incidents of prejudice, discrimination, harassment and bullying, in order to improve school policy and procedures.
- Ensures that parents, staff and learners are aware of the procedures to follow if they are the target of bullying or if they feel that they might be behaving in bullying ways.
- Ensures that parents, staff and learners understand the signs of bullying.
- Provides support to those who are the targets of bullying and those who are perpetrating bullying behaviour.
- Provides support from an adult or peer in school (including Heddlu Bach and Ffrindiau Gorau) for those who are the targets of bullying in conjunction with other adult support services.
- Provides restorative justice conferences, facilitated by school staff or the youth offending service as appropriate.
- Ensures that all learners understand the school's behaviour policy.
- Ensures that all learners understand the school's sanctions for behaviour that is harmful to others.
- Works with the Welsh Assembly Government, Newport City Council, Gwent Police, Show Racism the Red Card and Kidscape - <https://www.kidscape.org.uk/>, to train both pupils and staff to understand what constitutes bullying and identify bullying in all its forms
- Uses of the Time to Thrive, our own bespoke approach to monitoring well-being updated termly, teachers can scrutinise pupil responses to further identify children who are not feeling happy in school and whose wellbeing is low.
- Makes use of Pupil Voice in seeking opinions and ideas that pupils may have to help resolve issues. Children have the right to be heard and listened to and the right to put forward their ideas and opinions. We will respect Pupil Voice.

Principal Categories of Bullying:

- **Emotional** – behaviour intended to isolate, hurt or humiliate someone
- **Physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **Indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **Online** - using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- **Racist** – racial taunts, graffiti, gestures
- **Homophobic** – because of, or focusing on, the issue of sexuality
- **Verbal** – name calling, sarcasm, spreading rumours, teasing

- **Disability** – because of, or focusing on, the issue of disability
- **ALN** - focusing on a person's additional learning needs
- **Gender** - stereotyping, gender pressure
- **Religious and Ethnic** prejudice against religion and culture
- **Minority groups** - travellers, looked after children and children with long term health conditions.
- **Relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble.
- **Sexual** – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.
- **Prejudice-related** – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics. Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Types of bullying may include:

- **Emotional** (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings)
- **Physical** (pushing, hitting, shoving or any form of physical violence)
- **Verbal** (name calling, sarcasm, spreading rumours)
- **Cyber** (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs, etc.)
- **Exclusion** (deliberately ignoring and refusing to allow someone to join in)
- **Interference** with possessions (hiding, stealing and destroying belongings)

People may be bullied for many different reasons, often linked to **difference, perceived vulnerability or prejudice**. These reasons do not justify bullying, but help schools understand and address it more effectively. Common reasons include:

- **Appearance or physical differences**, such as body shape, size, height, disability, visible medical conditions or the way someone dresses.
- **Social differences**, including being new to a school, having different interests, hobbies or friendship groups, or finding social situations challenging.
- **Race, ethnicity or culture**, where bullying is driven by racism, stereotyping or lack of understanding of diversity.
- **Religion or belief**, particularly when beliefs or practices are different from the majority.

- **Gender or gender identity**, including sexist behaviour or prejudice related to gender expression.
- **Sexual orientation**, where homophobic or biphobic attitudes lead to bullying behaviour.
- **Special educational needs or additional learning needs (ALN)**, where individuals may be targeted due to learning, communication or behavioural differences.
- **Family circumstances**, such as poverty, caring responsibilities, family breakdown or being in care.
- **Academic ability**, whether a learner is perceived as high-achieving or struggling with learning.
- **Perceived vulnerability**, including low confidence, shyness, anxiety or difficulty standing up for oneself.
- **Online presence**, such as social media use, gaming or being targeted through cyberbullying.

Bullying is often about **power imbalance**, where the person bullying seeks control, status or attention at the expense of others. A **whole-school approach** that promotes respect, inclusion and understanding helps challenge these behaviours and supports all learners to feel safe and valued.

Equality Act 2010

Under the Equality Act 2010, bullying related to a protected characteristic is unlawful and will not be tolerated. The school recognises the protected characteristics as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We are committed to ensuring that all learners, staff and members of the school community are treated with dignity and respect and are able to learn and work in a safe environment free from discrimination, harassment and victimisation. Any incident of bullying linked to a protected characteristic will be addressed promptly, robustly and in line with the school's safeguarding and behaviour procedures.

This Strategic Equality Plan 2024 - 2028 can be found running adjacent to this policy and will be reviewed regularly, new incentives and training added as required. The Headteacher, Staff lead on Rights, Respect and Equality and Lead Governor in this area will drive the action plan forward. Any suggestions for new strategies will be openly welcomed and considered, to further improve our competence in dealing with bullying incidents.

Cyberbullying

In line with the Welsh Government's *Rights, Respect, Equality* guidance, Caerleon Lodge Hill Primary School is committed to creating a safe, inclusive and respectful environment where all learners feel valued and protected from bullying, including cyberbullying. Cyberbullying is the use of digital technologies, such as mobile phones, tablets, computers, online games or social media, to harm, threaten, intimidate or upset others. This may include sending unkind messages, sharing images or videos without consent, spreading rumours, excluding others online or impersonating someone electronically.

The school recognises that cyberbullying may take place outside of the school site and beyond the school day, but can still have a significant impact on learners' well-being, relationships and ability to learn. Where cyberbullying affects the school

community, the school will take appropriate action in line with its responsibility to safeguard learners and promote their rights.

Through a rights-based, whole-school approach, learners are taught to understand their rights and responsibilities when using digital technologies, including the right to feel safe and the responsibility to treat others with respect. Preventative education is embedded across the Curriculum for Wales, particularly within Health and Well-being and digital learning, supporting learners to develop respectful online behaviours, manage risk, and know how to report concerns.

All incidents of cyberbullying will be taken seriously and responded to promptly and proportionately, in line with the school's behaviour, safeguarding and *Rights, Respect, Equality* procedures. Learners will be supported to report concerns, and appropriate action will be taken, which may involve working in partnership with parents and carers, external agencies or, where necessary, the police. Cyberbullying related to prejudice or a protected characteristic will be treated as a serious matter.

The school works closely with learners, staff, parents and carers to promote positive online relationships and to ensure that the rights, safety and well-being of all learners are upheld both online and offline.

A pupil experiencing bullying may display some of the following signs:

- Becomes frightened of going to school, frightened to attend specific lessons or going to specific areas of the school
- Makes changes to their usual routine
- Becomes more quiet, withdrawn or anxious than previously
- Begins stammering
- Threatens to run away or runs away
- Self-harms
- Threatens suicide
- Begins to perform poorly at school
- Frequently has missing or damaged possessions
- Is always asking for extra money or never has money
- Has unexplained injuries
- Becomes aggressive, disruptive or unreasonable
- Begins to bully siblings or peers
- Stops eating or attending meals
- Is afraid to use the internet or a mobile phone
- Becomes nervous when a cyber-message is received
- Appears more tired than usual (due to sleep disturbance, including bed wetting)
- Appears anxious and suffers from low self-esteem
- Is reluctant to go out into the playground
- Is reluctant to use toilet facilities
- Is reluctant to discuss the reasons for any of the above

RECORDING AND RESPONDING TO INCIDENTS OF BULLYING

It is extremely important that all incidents of bullying are recorded and reported immediately and in the correct way.

All incidents of alleged bullying will be taken extremely seriously and all parties involved, target and perpetrator will be respectfully listened to. It is important that we listen to our children and come to understand why the incident occurred, so that they know they can open up to us about such matters and be heard. Time and comfort should be given to the target, allowing them to talk when they feel able and ready. Actively listening will enable measures to be implemented to prevent the incident reoccurring. It is important to keep the lines of communication open and clear so that the children know they can come and speak to a trusted adult. Pupils will understand that they will be heard and their concerns acted upon and issues resolved appropriately. Communication with parents/carers is also essential and the school will contact parents/carers of all involved, to inform them of the incident.

All incidents must be reported to Mrs Saville and the relevant class teacher as soon as possible. It is important to remember that some incidents of bullying, where a child has been physically harmed, may also need to be reported to the Police and relevant external agencies due to Safeguarding concerns. Every child has the right to be kept safe in school and not suffer physical harm. Each incident must be recorded on an incident form, these are coloured green for incidents of bullying. These forms can be found in the area outside Mrs Saville's office. An electronic copy can also be found on the shared drive and should be printed on green paper if accessed this way. The incident form should be completed using bullet points and the direct words of the children involved where possible.

The incident of bullying (repeated behaviour against an individual) must also be reported under Protected Characteristics on Sims and a report completed that will be forwarded to NCC. Copies of these forms can be found in the office area. All forms once completed must be handed to Mrs Saville who will file them securely for future reference and monitoring.

Summary of actions to be taken:

- Listen actively to the target of bullying and record what they say.
- Listen actively to the alleged perpetrator and record what they say.
- Inform Mrs Saville and class teacher.
- Write an incident report/log of the incident on green incident form (see Appendix 1) and record on 'My Concern' (school's online safeguarding platform)
- Use Sims to formally record the incident under the Protected Characteristics, if it is a repeated incident.
- All incidents of bullying are reported to the Governing Body as part of the Headteacher's report to Governors. Names are not shared with the Governing Body
- Alert teachers, parents and the relevant authorities (if required) to the issue.

- Agree a management plan for intervention and support to the target and sanctions and support for the alleged perpetrator.
- Assign an adult buddy and pupil buddy to the target, chosen by the target.
- Assign an adult buddy and pupil buddy to the alleged perpetrator.
- Arrange a restorative justice session for the target and perpetrator to meet and discuss issues leading to conflict resolution.
- Implement appropriate sanctions for the perpetrator.
- Agree a review/monitoring time for reflection and further support.(included on reporting form)
- Ensure all forms are completed in detail and handed to Mrs Saville for monitoring
- Consider SEAL /Nurture / friendship group sessions for all involved as needed
- Consider ELSA provision if appropriate

Every case of bullying is different and will require specific solutions, however, this policy should be upheld so that any target of bullying can see that the issue will be dealt with correctly and resolved quickly by following consistently clear steps. This will also further build pupil confidence and trust in us, to satisfactorily resolve matters of bullying. Our children have the right to freedom from all types of harassment, not forgetting the needs of those children who are the aggressors. Few children that display aggressive behaviour understand the damage their actions cause to their target's self-esteem and wellbeing and it is very important that they come to realise the impact such behaviour has. Staff will undertake restorative justice sessions with all parties involved following each incident, enabling the target, if comfortable to, to explain to the perpetrator how they felt during and after the incident. It is also important to identify any significant issues which might be influencing the perpetrators behaviour.

It is the responsibility of Caerleon Lodge Hill Primary School, a school which upholds the rights of the whole school community, to work towards ensuring that the needs of both individuals in any given incident are addressed. The needs of both individuals will be respected. Communication with the parents/carers of all those involved is paramount. Caerleon Lodge Hill Primary School is committed to an open, clear line of communication and all actions / sanctions to be implemented will be discussed with parents/carers at each stage of the process. They will be supported by the school to assist their child in dealing with the incident concerned.

If the aforementioned strategies and actions to help staff and pupils prevent bullying are unsuccessful, Caerleon Lodge Hill Primary School is committed to taking stronger action to deal with this persistent and violent bullying. The school will ensure that the whole school community is aware that sanctions will be used and the relevant authorities and external agencies will be called upon for support. These sanctions will be fairly and consistently applied:

The Perpetrator:

- Logical consequences will be applied following an incident. Pupils need to be made aware that their behaviour is related to an outcome and will have consequences for themselves and others

- Time out will be implemented. Removal of the pupil from the group, where he or she can reflect on their behaviour and consider a satisfactory solution to the problem
- Loss of privileges, with the opportunity to redeem themselves
- Individual pupil support/ management plan (reference: pastoral support / buddy system/ ELSA / SEAL/ Nurture sessions) will be implemented
- Parents will be informed and encouraged to support the school and their child.
- Counselling will be offered, if deemed necessary, to help the perpetrator come to terms with their behaviour and to try and understand the reasons behind it.
- Removal of the perpetrator away from the victim for a temporary period (e.g. into another class)

The Target:

Reassurances that the behaviour will not be tolerated and will be stopped and support strategies for the target are agreed and planned.

- Where bullying has taken place, reassure the target that it is not his/her fault, they were right to report it, that all perpetrators are responsible for their own actions and the consequences to follow
- Allow the target time to talk and express their feelings to a trusted adult or friend.
- Targets may require support to develop assertive behaviour to avoid further problems and a session of restorative justice with the alleged perpetrator to discuss the issues face to face will be arranged i.e. apologies, will be made to the victim .
- Target is able to choose an adult buddy and pupil buddy who they trust and who will support them.
- All incidents will be monitored and reviewed over an agreed period of time to ensure that the bullying has stopped.
- Parents are informed and encouraged to support the school and their child.

If all steps are unsuccessful, it may be necessary to exclude the pupil for a fixed period. Where serious violence is involved, the Headteacher has the option in line with Local Authority Guidance of permanently excluding the pupil. This should not, however, be a standard course of action and each case will be considered separately and all decisions made in collaboration with the Local Authority, Chair of Governors and the parents of the pupil concerned.

STRATEGIES TO KEEP PARENTS INFORMED

Everyone at Caerleon Lodge Hill Primary School has the right to work in a welcoming, secure and happy environment. Everyone has the right to feel safe, be heard and listened to. Only if this is the case will all members of the school community be able to achieve their full potential. Bullying of any kind breaks down

the school ethos and prevents equality of opportunity. Staff, pupils and governors see it as their responsibility to prevent this happening and the purpose of this policy is to provide guidelines to support this ethos.

Caerleon Lodge Hill Primary School will commit to the following approaches to keep communication clear and open:

- Regular consultation and communication with parents and carers via the school website, newsletter, ParentMail and Seesaw of our policies and linked activities
- Surveys of pupils, parents and staff to gauge opinion on how bullying is being dealt with
- Providing information about the nature and effects of bullying, by means of informative displays which demonstrate solutions and where help can be found

If a parent has concerns, they are encouraged to contact the school where an appointment can be made to discuss the issues with the Headteacher and/or class teacher. The school is committed to open and honest communication to resolve issues at the earliest possible opportunity.

Parents are encouraged to:

- Try to stay calm (we appreciate this may be hard if their child has been a target of bullying)
- Be as specific as possible about what their child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything they can do to help their child at school and at home to build self-esteem and confidence
- Contact <https://www.kidscape.org.uk/> for further support and strategies
- Stay in touch with the school

If a parent feels that their concerns are not being addressed it is important to follow the appropriate process in the order of stages listed below:

- Refer to the school Rights, Respect and Equality Policy on the school website to see if agreed procedures are being followed.
- Make an appointment to meet the Headteacher/class teacher to discuss and resolve the issue.
- It is rare that a complaint will progress any further, however if you still feel the issue has not been dealt with fairly, parents can write to the Chair of Governors explaining your concerns.

Please refer to the School Complaints policy for further guidance in this matter (See school website)

TIMETABLE FOR DEVELOPMENT AND REVIEW

This policy will be renewed and updated every 2 years. The Strategic Equality Action Plan, which sits closely behind the policy itself, will be monitored and updated termly. In monitoring the policy, the Lead Governor and Staff Lead will identify progress of the plan, showing whether the policy continues to be effective in preventing and resolving any bullying incidents, making clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. Any changes deemed necessary will be cascaded to all staff in order for the whole school approach to remain robust and consistent.

Appendix 1

Report of Incident of Bullying, Discrimination and Racism

Completed by:		Date:	
Form of report: (highlight as appropriate)			
Verbal Telephone Email Other _____			
Target	Class / Age	Perpetrator	Class / Age
Initial report:			
Reported by:			
Investigation (Include dates, times, places and names of witnesses)			

(Attach separate sheets as necessary)

Investigation carried out by:

Focus of bullying behaviour:

- € Age / maturity
- € Appearance
- € Size / weight
- € Socio economic
- € Family circumstance
- € Ethnicity / Race
- € Religion / Belief
- € Gender
- € Gender identity
- € Sexualised
- € Sexual orientation
- € ALN / Disability
- € Ability
- € Other (please specify) _____

Manifestation of bullying / discrimination:

- € Individual feels bullied / harassed
- € Isolation / ignoring
- € Teasing
- € General expression of prejudice / stereotype
- € Racist language / literature / graffiti or insignia
- € Verbal abuse / name calling
- € Targeted graffiti / notes
- € Threats including threatened physical assault
- € Social media – messages perceived as bullying
- € Photographs
- € Physical Assault
- € Other (please specify) _____

Individuals involved:

- € Individual pupil against individual pupil
- € Group against individual
- € Group against group
- € Adult - target
- € Adult - perpetrator
- € CLA - target
- € CLA - perpetrator
- € ALN / Disability - target
- € ALN / Disability - perpetrator

Action taken:

- € Checked for previous related incidents
- € Individual discussion with pupils involved
- € Group discussion
- € Curriculum work (Please specify) _____
- € Details confirmed by pupils involved
- € Restorative session (Record on Incident form)
- € Parents informed (Record discussion)
- € Consequences given (Please specify) _____
- € Class teacher informed
- € Headteacher informed
- € LA informed
- € Police informed

- € Support offered **(Target)**
 - o ELSA / Nurture
 - o Peer Support
 - o Referral to outside agencies
 - o Other (please specify) _____

- € Support offered **(Perpetrator)**
 - o ELSA / Nurture
 - o Peer Support
 - o Referral to outside agencies
 - o Other (please specify) _____

Please note any additional action taken below:

Monitoring of progress of those involved (set dates below)

Date 1:

Date 2:

Date 3:

Additional information resulting from future monitoring (record below)		
Date 1:	Date 2:	Date 3:
Key factors to consider when monitoring post incident impact (Target): € Has relationship been repaired? € Has attitude to learning been affected? € Has pattern of attendance changed? € Any social issues following the incident? € Any changes to mental / emotional well-being? € Does target feel safe in school? € Does target feel safe online? € How was partnership with parent? <i>Sustained bullying can lead to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, schools should consider whether the child will benefit from being assessed for ALN.</i> Name of member of staff completing form _____		
Key factors to consider when monitoring impact of incident (Perpetrator): € Has relationship been repaired?		

- € Has attitude to learning been affected?
- € Has pattern of attendance changed?
- € Any social issues following the incident?
- € Any changes to mental / emotional well-being?
- € Does target feel safe in school?
- € Does target feel safe online?
- € How was partnership with parent?
- € Does perpetrator show remorse / empathy?

Schools should engage in restorative practices before consequences are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any additional learning needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

Name of member of staff completing form _____

**Incident and hard copy of incident to be shared / discussed with Julie Saville asap.
Incident form to be uploaded to 'My Concern'
Class teacher to retain monitoring section until completed**