

Ormiston Academies Trust

## Ormiston Meridian Academy Anti-bullying policy

### Policy version control

Policy type	Statutory OAT mandatory template
Author In consultation with	Nikki Cameron, OAT Safeguarding Manager Steph Morley, OAT Deputy Safeguarding manager Ziah Raphael, Lead Practitioner for Behaviour
Approved by	OAT Executive, February 2023
Release date	February 2023
Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	<ul style="list-style-type: none"> <li>▪ Changes – peer on peer to child on child</li> <li>▪ Update KCSIE to 2022</li> <li>▪ Addition in 2.10 recognition that bullying behaviours may be an indication of a safeguarding concern</li> </ul>

# Contents

1. Introduction .....	4
2. Behaviour principles .....	4
3. Context.....	5
3.2. Related Academy policies .....	5
4. Policy aims .....	6
5. Definitions .....	6
5.1. Bullying .....	6
5.5. Sexual harassment.....	7
6. Types of bullying .....	7
6.1. The law .....	7
7. Children’s voice .....	8
8. Roles and responsibilities.....	8
8.1. Trustees and governors.....	8
8.2. Principal.....	8
8.3. All staff.....	9
8.4. All children .....	9
9. Reporting.....	9
10. Responding to bullying.....	9
10.1. Procedures for dealing with bullying .....	9
10.2. Bullying which occurs outside school premises .....	9
10.3. Online/cyber bullying .....	11
10.4. Recognising the signs that someone is being bullied .....	11
10.5. Sanctions.....	12
11. Recording.....	12
12. Curriculum.....	12
13. Equal Opportunities .....	12
14. Vulnerable children .....	12
14.1. SEND and EAL.....	12
15. Consultation .....	12
16. Management of the Policy.....	13
17. Feedback on this policy.....	13
18. Complaints .....	13

Appendix 1 .....	15
Type of bullying .....	15
Appendix 2 .....	16
Types of online bullying .....	16
Appendix 3 .....	17
Signs of being bullied .....	17
Appendix 4 .....	18
Bystanders and upstanders .....	18
Appendix 5 .....	19
Useful links .....	19

## 1. Introduction

- 1.1. Bullying or harassment of any kind is unacceptable, whether it is on or off the academy site or in the online or offline world.
- 1.2. It will never be seen as 'just banter'.
- 1.3. If bullying or harassment does occur, all children should be able to inform a trusted adult in the academy and know with confidence, that incidents will be treated seriously, promptly and effectively.
- 1.4. It is an expectation of anyone who knows that bullying is taking place to ensure that it is reported and acted upon using the appropriate academy processes and procedures.
- 1.5. Everyone must understand what bullying is and the impact it has on those who have been bullied and those who have bullied.
- 1.6. Everyone must know that there will be ongoing care and support for both victim and alleged perpetrator.
- 1.7. All adults have a duty to support children to practice and build the skills that create better relationships.
- 1.8. We also recognise that children develop and mature at different stages and ages; some require additional support, guidance and reasonable adjustments to be made in line with the Equalities Act.

## 2. Behaviour principles

*(see also Behaviour Policy)*

- 2.1. Underpinning this policy are the beliefs that everyone has the right to:
  - Recognition of their unique identity
  - Be treated with respect and dignity
  - Learn and work in a safe environment
  - Be protected from harm, violence, assault and acts of verbal abuse
- 2.2. Outstanding behaviour is achieved through a culture and ethos of high expectations, excellent modelling of behaviour and effective systems that incentivise good conduct and deter poor behaviour.
- 2.3. Most social, emotional and behavioural skills are learned and need to be modelled, explicitly taught, practiced and embedded. Rather than focusing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours and restorative approaches to conflict.
- 2.4. Through our restorative approaches practice, we will develop children's ability to empathise, reflect and take responsibility for their own actions.
- 2.5. We will develop children who are confident, self-assured learners with excellent attitudes to learning.

- 2.6. We expect all to show their respect for each other and behave in a way that supports each other's learning.
- 2.7. For staff to build effective relationships with children they need to be supported to develop knowledge skills and understanding. Their own emotional health and well-being is vital to positive relationships and will be supported by the academy.
- 2.8. We see outstanding behaviour as children behaving well, because they know how to, and because they want to, not because an adult tells them to.
- 2.9. In our academy, everyone will endeavour to understand that communication is at the heart of every behaviour.
- 2.10. We recognise that behaviours can be an indication of additional learning, social or emotional needs or as a result of attachment, trauma or adverse childhood experiences. They may also be an indication that a child is being bullied themselves or are victims of abuse. Some children require additional support in their journey to achieving outstanding behaviours. The academy will ensure early identification of behavioural difficulties, and that children are well supported to achieve improvements over time.

## 3. Context

3.1. This policy takes into account the following legislation, statutory and non-statutory guidance (this list is not exhaustive):

- Keeping Children Safe in Education, 2022
- Special Educational Needs Code of Practice
- Education and Inspections Act, 2006
- Equality Act, 2010
- Children Act, 1989
- Protection from Harassment Act, 1997
- Malicious Communications Act, 1988
- Public Order Act, 1986
- Communications Act, 2003
- Human Rights Act, 1998
- Crime and Disorder Act, 1998
- Relationships Education, Relationships and Sex Education and Health Education, 2020

### 3.2. Related Academy policies

3.2.1. This policy should be read in conjunction with the academy

- Child Protection and Safeguarding policy
- SEND Policy
- Behaviour policy

- Suspension and Exclusion policy

## 4. Policy aims

### 4.1. The aim of this policy is:

- 4.1.1. To ensure that everyone feels safe in the academy and that the emotional health and wellbeing of all is safeguarded
- 4.1.2. To ensure governors, staff, parents and children have an understanding of what constitutes bullying
- 4.1.3. To ensure that all bullying is taken seriously, and acted upon promptly and effectively
- 4.1.4. To inform, staff, parents and children what to do when bullying occurs
- 4.1.5. To ensure procedures and structures are clear, understood and used consistently by all
- 4.1.6. To facilitate highly effective collaboration with parents and children to ensure that persistent bullying behaviours are challenged
- 4.1.7. To facilitate highly effective collaboration with safeguarding partners and external agencies to ensure supportive measures are put in place in a timely and effective way.
- 4.1.8. To ensure that children are supported and guided in the skills to develop positive relationships

## 5. Definitions

### 5.1. Bullying

- 5.1.1. There is no legal definition of bullying.
- 5.1.2. Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- 5.1.3. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening.
- 5.1.4. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- 5.1.5. Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

5.2. What bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights

5.3. These actions can cause great distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them

5.4. We recognise that bullying can be in several forms:

- Child to child
- Adult to child
- Child to adult

## 5.5. Sexual harassment

5.5.1. This is defined as, 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school/college'

5.5.2. Sexual harassment is a form of child-on child abuse/ bullying.

5.5.3. All incidents of sexual harassment, abuse or violence are taken very seriously by the academy and details of how the academy will respond are outlined in the Child Protection and Safeguarding Policy

# 6. Types of bullying

## 6.1. The law

6.1.1. Some forms of bullying are illegal and will be reported to the police.

6.1.2. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

6.1.3. Bullying can manifest in many different ways, (see appendices 1+2 for further information)

- Verbal - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- Physical - pushing, kicking, hitting, punching or any use of violence.

- Emotional - being unfriendly, excluding, tormenting
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Trans - bullying based on prejudice or negative attitudes, views, or beliefs about trans people
- Gender - bullying because of their gender or gender identity or because they may not be perceived to conform to typical gender norms
- Faith - because of their religion
- Social class – because of their background or social class
- Homophobic - because of or focusing on the issue of sexuality.
- Ability - because of or focusing on learning and/ or physical disabilities.
- Cyber - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology

## 7.Children’s voice

Our student leadership team have discussed bullying and agreed that they consider bullying to be; ‘When someone repeatedly targets you to make you feel bad and powerless’ , they stressed that this usually involved a group of people targeting an individual student.

A positive response to bullying from students was described as both reporting the incident to staff, supporting the target of the bullying and withdrawing any behaviours that may make the bully feel empowered (e.g. ‘liking’ social media posts)

## 8.Roles and responsibilities

### 8.1. Trustees and governors

- 8.1.1. The trustees and governors will oversee the policy, ensure its implementation and review its content on an annual basis.

### 8.2. Principal

- 8.2.1. Will ensure that

- All staff, children and parent/carers are aware of and follow this policy
- All incidents of bullying are recorded
- Relevant data is collected, analysed and used to support improvements in policy and practice



- Governors receive termly reports to include information on bullying in relation to protected characteristics
- A senior leader has responsibility for behaviour including anti-bullying policy and procedures
- Sanctions imposed for bullying are proportionate and reflect the serious nature of the incident and are in line with the behaviour for learning policy and child protection and safeguarding policy
- All children are supported to develop effective communication and relationship building skills
- All staff have training on recognising, reporting and responding to bullying.

### 8.3. All staff

#### 8.3.1. Are responsible for

- Reading, understanding and following this policy
- Ensuring they take a zero - approach to bullying behaviours and never dismiss it as 'banter'
- Ensuring all incidents of bullying are recorded on CPOMs
- Taking all incidents of bullying seriously and deal with them promptly and effectively
- Be aware of the indicators that someone is being bullied
- Taking part in relevant staff training
- Promoting a culture of anti-bullying

### 8.4. All children

#### 8.4.1. Are responsible for

- Following the academy behaviour policy and OMERA standards.
- Reporting incidents of bullying
- Being an upstander not a bystander (see appendix 4)

## 9. Reporting

9.1. The academy recognises that it needs to provide a variety of means for children to report bullying that is happening to them including a means of anonymous reporting

9.2. In our academy the following are in place to support children to report bullying

- 9.2.1. Speak with any member of academy staff
- 9.2.2. Using the 'Let's Talk' boxes situated around the school
- 9.2.3. By email to [letstalk@omera.co.uk](mailto:letstalk@omera.co.uk)

## 10. Responding to bullying

### 10.1. Procedures for dealing with bullying

- Allegations of bullying:

- If an allegation of bullying occurs, the academy will:
- Take it seriously
- Investigate as quickly as possible to establish the facts
- Record the incident and resultant actions on CPOMs; depending on how serious the case is, it may be reported to the principal
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions
- Discuss the matter with both parties, using restorative techniques
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Ensure that parents/guardians are informed.
  
- **Students who have been bullied will be supported by:**
- Offering an opportunity to discuss the experience with an appropriate member of staff.
- Reassuring the child
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence, including using referral to internal support such as the Arch or outside agencies where appropriate
- Referral to a counsellor
- Referral to outside agencies where appropriate
- Offering continuous support and advice to parents/carers
- Being informed about the outcome of the investigation into their concerns.
- Including children's services where appropriate (e.g. where there are linked child protection concerns)
- Attending a restorative meeting with the victim (if all parties agree freely to this)
  
- **Students who have bullied will be helped by:**
- Discussing what happened.
- Discovering why the child became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the child
- Involving other agencies, including police and children's services, to support a change in behaviour. Where appropriate
- Referral to a counsellor where appropriate
- Attending a restorative meeting with the victim (if all parties agree freely to this)
  
- When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses will be interviewed separately
- If a child is injured, they will be given medical attention immediately
- Staff will take a statement from each child involved
- All concerned children will be informed that they must not discuss the incident with peers
- Staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 10.2. Bullying which occurs outside school premises

- 10.2.1. Academy staff members have the power to discipline children for misbehaving outside the academy premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that an academy's disciplinary powers can be used to address conduct when they are not on academy premises and are not under the lawful control or charge of a member of academy staff, but only if it would be reasonable for the academy to regulate children's behaviour in those circumstances.
- 10.2.2. This may include bullying incidents occurring anywhere off the academy premises, such as on academy or public transport, outside the local shops, or in a town or village centre. Where bullying outside the academy is reported to academy staff, it will be investigated and acted on.
- 10.2.3. The principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a child.
- 10.2.4. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.
- 10.2.5. While academy staff members have the power to discipline children for bullying that occurs outside the academy they can only impose the disciplinary sanction and implement that sanction on the academy premises or when the child is under the lawful control of academy staff, for instance on a trip.

## 10.3. Online/cyber bullying

- 10.3.1. Online bullying is increasingly prevalent and will be treated as seriously as real-world bullying.
- 10.3.2. The academy will promote an understanding about online bullying through the academy's online safety curriculum, assemblies, PSHE content and form time content.
- 10.3.3. Children will be taught how to recognise online bullying and how to take action.
- 10.3.4. Victims of online bullying will be helped with securing crucial evidence from social media etc., by taking screenshots and not deleting messages.

## 10.4. Recognising the signs that someone is being bullied

(see appendix 3 for details)

## 10.5. Sanctions

- 10.5.1. For children who have demonstrated bullying behaviour, the academy's behaviour for learning policy will be followed.
- 10.5.2. In addition, using restorative practices in line with the ethos and culture of the academy, a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.
- 10.5.3. Sanctions issued and support offered will be communicated to parents in writing.

## 11. Recording

- 11.1. The academy will ensure that detailed bullying logs are kept and analysed to look for trends and patterns so that actions can be taken to reduce bullying in the academy.
- 11.2. All incidents and actions will be recorded on CPOMs. These will be reported to SLT through line management of the Anti-Bullying co-ordinator. The Vice-Principal will report bullying data to governors.

## 12. Curriculum

- 12.1. Through the curriculum and other means, such as assemblies and anti-bullying week, the academy will ensure children know and understand what bullying is, including online/cyberbullying, and how to report it. It will teach children how to stay safe both offline and online and about the antisocial nature and effects of bullying. It will teach about the role of the bystander in bullying (see appendix 4).
- 12.2. It will also teach, age and stage appropriately, skills including self-regulation, assertiveness, communication, negotiation, restorative practice, anger management, conflict management, empathy and resilience.

## 13. Equal Opportunities

- 13.1. Staff will ensure that no child involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

## 14. Vulnerable children

### 14.1. SEND and EAL

- 14.2. At Ormiston Meridian Academy we continually monitor our SEND pupils through the SEND regular one-to-one review meetings, daily through Form Tutors and Heads of Year as needed: At Ormiston Meridian Academy we recognise that some pupils with SEND may have difficulties in reporting their

experiences of bullying. This may be because they are unable to recognise that they are being bullied, they may not be able to verbalise that they are being bullied or they may experience increased feelings of anxiety which prevent them from 'speaking out'.

- 14.3. Nonverbal early signs that a pupil with SEND is being bullied may include withdrawn behaviour, a deterioration in work, poor attendance, complaints of feeling ill, general unhappiness or anxiety and changed behaviour around adults. To ensure that staff are alert to the bullying of pupils with SEND we will train staff on the signs of bullying and identify those students at risk of bullying. When communicating about bullying with students with special needs, that need will be taken in to account and appropriate methods of communication will be offered. Parents and SEN Learners will be able to discuss any concerns with the SENCO. To ensure that pupils with SEND can recognise and report that they are being bullied we will differentiate PHSE awareness raising training where appropriate.

## 15. Consultation

15.1. The following were consulted in the production of this policy

- Regional Directors
- Designated Safeguarding Leads
- Principals
- Students – representatives of the student leadership team.

## 16. Management of the Policy

16.1. Nothing written in this policy overrides the academy's duties under legislation.

16.2. The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

16.3. Its effectiveness will be monitored termly by the governing body through the safeguarding governor link meeting.

16.4. The principal will report on anti-bullying activity and progress within the academy to the governing body termly.

## 17. Feedback on this policy

Staff are encouraged to feedback to Ormiston Academies Trust directly through email at any point in the year [policies@ormistonacademies.co.uk](mailto:policies@ormistonacademies.co.uk) and through the Academy designated safeguarding lead or the anti-bullying co-ordinator.

## 18. Complaints

18.1. The academy is committed to dealing effectively with any concerns or complaints about the provision of facilities and / or services. Please see the academy Complaints Policy for details.

## Appendix 1

### Type of bullying

Physical	This includes hitting, kicking, tripping or the destruction of a person's property. This may involve a group of children attacking another, but usually is seen as a larger, stronger child picking on a smaller child
Verbal	This includes repeated insults, teasing, name calling, sexual harassment or racist language. It also includes threats. Victims of this type of bullying may not immediately react, but in time, their grades and relationships may suffer.
Alienation	This occurs when other children are encouraged to alienate the victim during any social break time or organised game. Treated like an outcast by other children the victim will have difficulty forming relationships and may be prone to isolation later in life. Children exhibiting this type of bullying behaviour may threaten their co-conspirators with a similar fate should they attempt to support the victim.
Covert	This is usually done behind the victim's back. This technique is meant to damage the victim's reputation and can include rumour-starting, mimicking the victim, playing unkind jokes with the intent to humiliate the victim, or making faces while the victim isn't watching. Covert bullying is the most frequently utilised form of bullying, and because adults may not be aware of it, it can be hard to control and stop.
Online (cyber)	This can happen anywhere and at any time thanks to the access of the internet 24/7 both at school and at home. It can occur through text messages or over the internet and may be known only to the victim and the perpetrator, making it difficult to control. Children displaying bullying behaviours online are often the victims of real- world bullying and take their frustrations out on their victims behind the privacy of a computer screen or mobile phone.

## Appendix 2

### Types of online bullying

#### *Exclusion*

Exclusion is the act of intentionally leaving a person out from an online group such as chats and social media sites. The group then subsequently leave malicious comments and harass the one they singled out.

#### *Flaming*

Flaming is similar to harassment, but it refers to an online fight exchanged via emails, instant messaging or chat rooms. It is a type of public bullying that often directs harsh languages, or images to a specific person. Incidents of flaming that occur during the evening, weekends and holidays will not be dealt with by the academy.

#### *Outing*

Outing is when a bully shares personal and private information, pictures, or videos about someone publicly. A person is “outed” when his information has been disseminated throughout the internet.

#### *Masquerading*

Masquerading is a situation where a bully creates a fake identity to harass someone anonymously. In addition to creating a fake identity, the bully can impersonate someone else to send malicious messages to the victim.

#### *Harassment*

Harassment involves the bully sending offensive and malicious messages to an individual or a group and is often repeated multiple times. Cyberstalking is one form of harassment that involves continual threatening and rude messages and can lead to physical harassment.



## Appendix 3

### Signs of being bullied

The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

- Other signs may also manifest themselves not mentioned here.
- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what’s wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received
  - Gives improbable excuses for any of the above.

## Appendix 4

### Bystanders and upstanders

#### *Bystanders*

Someone who witnesses bullying, either in person or online, is a bystander. Friends, other children, school staff, parents, coaches, and other adults can be bystanders.

Children who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the child being targeted may feel that bystanders do not care, or they agree with what is happening.

There are many reasons why a bystander may not act, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

#### *Upstanders*

An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying.

There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – trusted adult school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference

## Appendix 5

### Useful links

- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Anti-Bullying Alliance](#)
- [Bullying advice | Bullying UK](#)
- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

## Appendix 6

### Graduated response to Bullying

The table below is a guide to follow when dealing with repeated instances of bullying. The interventions and actions are suggestions. Each case and the resultant actions should be considered individually.

Level	Target (possible actions and support)	Instigator (Possible consequences, actions and support)
<b>Initial</b> – Unsubstantiated allegation or unconfirmed case of bullying	Phone call home Support via LM/Arch if required Possible RJ	Initial letter sent to family Phone Call Home
<b>1</b> <b>1<sup>st</sup> Confirmed case of Bullying</b>	Arch support offered Restorative Justice if appropriate and desired Phone call home and possible parental meeting if necessary. Classroom support, email to staff. Follow up monitoring.	Bullying Letter 1 Arch RJ Phone call home Prevention responses (change seating plan, etc) Consequence - Detention/isolation
<b>2</b> <b>2<sup>nd</sup> Confirmed case of Bullying</b>	Arch offered Restorative Justice if appropriate and desired Phone call home and parental meeting. Classroom support, consider group changes email to staff. Follow up monitoring	Bullying Letter 2 Self esteem/emotional regulation course Restorative Justice Parental Meeting (Anti-Bullying co-ordinator) Consequence - Internal Exclusion
<b>3</b> <b>2<sup>nd</sup> Confirmed case of Bullying</b>	Arch offered RJ if appropriate and desired Phone call home and parental meeting. Classroom support, email to staff. Follow up monitoring	Bullying Letter 3 Self esteem/emotional regulation course Restorative Justice Parental Meeting (SLT) Consequence - Internal Exclusion Consideration of managed move to protect target of bullying.

## Appendix 6

### Letter templates

These letter templates are to be used and in conjunction with Appendix 6. They should be adapted by the member of staff dealing with a bullying incident to suit the circumstances.

## Anti-Bullying – Initial Letter

Dear [[ ]]

### Anti-Bullying – Letter of Concern

**As you are aware, we have 'zero tolerance' to bullying and do not expect any student at the academy to engage in any type of bullying activity.**

Unfortunately, your child has engaged in [brief description of behaviour]. At this stage we do not feel this behaviour should be defined as bullying, however we felt it important to contact you in writing to ensure that such actions do not become bullying behaviours.

Please stress to [child name] the importance of being kind and understanding to all.

We contacted you regarding this incident and thank you for your support. In line with our anti-bullying policy, we are following this up in writing so that you are fully aware of the actions we have taken regarding the bullying incident and the further actions the academy we could take if your child was to repeat this behaviour:

#### Support:

[[Name of child ]] has been offered the following support and mentoring to help them make the right choices in the future.....

#### Mediation:

[If this has/is to take place – A supervised restorative conversation has taken place between your child and the target of the bullying to make it easier for both children to move forward]

#### Parental support:

We recommend that you discuss this incident with your child and support [him/her] to make better decisions in the future. We have enclosed an advice leaflet from 'Kidscape' to support you with this. In addition we recommend the following online resources:

[The Anti-Bullying Alliance](#) – Their ‘advice for parents’ section is excellent, non judgemental and extremely supportive.

We expect that this NAME will treat others with kindness and understanding in the future and we thank you for your support.

**Yours Sincerely**

## Anti Bullying – Letter Template 1

Dear [[ ]]

### Stage 1 anti - bullying letter

**As you are aware, we have 'zero tolerance' to bullying and do not expect any student at the academy to engage in any type of bullying activity.**

Unfortunately, your child has engaged in [brief description of the bullying].

We contacted you regarding this incident and thank you for your support. In line with our anti-bullying policy, we are following this up in writing so that you are fully aware of the actions we have taken regarding the bullying incident and the further actions the academy could take if your child was to repeat this behaviour:

#### Consequence:

[[Name of child]] has received [[consequence]] for their actions.....

#### Support:

[[Name of child ]] has been offered the following support and mentoring to help them make the right choices in the future.....

#### Mediation:

[If this has/is to take place – A supervised restorative conversation has taken place between your child and the target of the bullying to make it easier for both children to move forward]

#### Parental support:

We recommend that you discuss this incident with your child and support [him/her] to make better decisions in the future. We have enclosed an advice leaflet from 'Kidscape' to support you with this. In addition we recommend the following online resources:

[The Anti-Bullying Alliance](#) – Their 'advice for parents' section is excellent, non judgemental and extremely supportive.

#### Further actions:



If your child was to repeat this behaviour, they would move to stage 2 in the anti-bullying policy where the consequences would increase to an Internal Exclusion placement and we would ask you to come into school to discuss our concerns and the best way forward.

We expect that this never happens again and we thank you once again for your continued support.

Yours Sincerely

## Anti-Bullying - Letter Template 2

Date

Dear [[ ]]

### Stage 2 Anti - Bullying

**As you are aware, we have 'zero tolerance' to bullying and do not expect any student at the academy to engage in any type of bullying activity.**

Unfortunately, since our last correspondence with yourselves [[previous letter date]] [[child's name]] has been involved in a further bullying incident. We thank you for attending a meeting to discuss this.

In line with our anti-bullying policy, we are following this up with a written record of our meeting and the actions that were agreed.

### **Summary of bullying incident:**

**Include a brief summary of the bullying incident**

### **Consequence:**

[[Name of child]] has received [[consequence]] for their actions.....

### **Support:**

[[Name of child ]] has been offered the following support and mentoring to help them make the right choices in the future.....

### **Mediation:**

[If this has/is to take place – A supervised restorative conversation has taken place between your child and the target of the bullying to make it easier for both children to move forward]

### **Parental support:**

We recommend that you discuss this incident with your child and support [him/her] to make better decisions in the future. We have enclosed an advice leaflet from 'Kidscape' to support you with this. In addition we recommend the following online resources:

[The Anti-Bullying Alliance](#) – Their 'advice for parents' section is excellent, non judgemental and extremely supportive.

**Further actions:**

If [[name of child]] was to repeat this behaviour, they would move to stage 3 in the anti-bullying policy where the consequences would increase to [[Select from one of the following – SLT report, set changes, suspension, restricted timetable, PALP placement, reduced social contact time ]]. You will also be called into a panel meeting, conducted by members of the senior leadership team (SLT) to discuss the actions the Academy will be taking.

We expect that this never happens again and we thank you once again for your continued support.

Yours sincerely,

### Anti-Bullying - Letter Template 3

Dear [[ ]]

#### Stage 3 Bullying

**As you are aware, we have 'zero tolerance' to bullying and do not expect any student at the academy to engage in any type of bullying activity.**

Unfortunately, since our last correspondence and the previous meeting with yourself [[previous letter/meeting date]] [[child's name]] has been involved in a further bullying incident that requires addressing immediately. In line with our anti-bullying policy, we are following this up in writing so that you are fully aware of the actions the Academy will be taking regarding the bullying incident and the unfortunate position we all find ourselves in.

Please find attached:

- Minutes from the previous meeting
- Summary of the recent incident.

As you can see, several agreed actions have been failed by [[students' name]], as a result we feel that [[agreed consequence]] be our next step when working in-line with the Academy's Anti-bullying policy.

We would also like you to attend a meeting with members of our Senior Leadership Team to discuss the seriousness of this situation and the next steps which are available. This meeting will be held on [Date] at [Time].

Yours sincerely,

**Anti-Bullying Target letter**

Date

Dear [[ ]]

Stage 1 bullying letter

**As you are aware, we have 'zero tolerance' to bullying and do not expect any student at the academy to participate in any way with any type of bullying activity.**

We were extremely upset and disappointed that your child was a target of bullying behaviour.

We contacted you regarding this incident and thank you for your support and understanding. In line with our anti-bullying policy, the student(s) who targeted [Name of child] have been dealt with robustly. Their parents have been contacted and they are aware that any repeat of this behaviour will have serious consequences.

We have offered [Name of child] the following support to help them to respond to this incident:

Mediation:

[If this has/is to take place – A supervised restorative conversation has taken place between your child and the instigator of the bullying to make it easier for both children to move forward]

Parental support:

We are sure that you will continue to support NAME . We have enclosed an advice leaflet from 'Kidscape' to support you with this. In addition we recommend the following online resources:

[The Anti-Bullying Alliance](#) – Their 'advice for parents' section is excellent, non judgemental and extremely supportive.

We hope that this never happens again, however we will be checking with NAME to make sure that there are no repeats and to offer our support. If you have any further concerns in the future please contact us as a matter of urgency. We will never accept bullying and will always support targets of it.

Yours sincerely