



The Coppice Primary School

Anti-Bullying Policy

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Statement of intent

The Coppice Primary School and Nursery believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. 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 encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- 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
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2026) 'Keeping children safe in education 2026'
- DCMS, DSIT, and UK Council for Internet Safety (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- PSHE & RSE Policies
- Child-on-Child Abuse Policy

2. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils 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 pupils may include, but are not limited to:**

- Pupils who are adopted.

- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Pupils who are from the global majority (black, Asian, brown, dual-heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities' and represent approximately 80% of the world's population).
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background, cultural heritage or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using

derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The Board of Trustees is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents (My Concern), including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing data at termly intervals to identify trends, so that appropriate measures to tackle any incidents of bullying can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory requirements

The Coppice understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Coppice understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- 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.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- 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.
- 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.

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6. Prevention

The Coppice will communicate termly a whole-school commitment to addressing bullying.

Awareness:

All members of the school will be made aware of this policy and their responsibilities in relation to it.

All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through lessons and assemblies. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. choir, sporting activities and our OPAL Play initiative.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by an adult: the Thrive Room will be available for pupils to go to during lunchtime if they feel upset or wish to be alone. The adult supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place. Further support will be provided by a known adult as required.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will investigate the matter, monitor the situation and, if needs be, escalate the situation to more senior staff to investigate further.

7. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision and that an ethos of good behaviour is created where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This will be promoted by our 'Coppice Way' behaviour curriculum.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

8. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s Child-on-Child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

9. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible

- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an [annual](#) basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer/device or turning off the screen when someone is near
- Acting in a secretive manner when using the computer/device
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer/device is taken away

Parents will also be invited to access training in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to the headteacher for the incident to be investigated and support to be provided. Pupils will be encouraged to report incidents to a trusted member of staff. Pupils will be informed that, when reporting cyberbullying incidents, they should keep hold of the evidence, e.g. text messages, dates and times, and speak to the school before contacting the police about the incident unless there is a risk of immediate danger to them or someone else.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted, it is known to the school, the headteacher will request they remove it directly.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

10. Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform SLT by logging the incident and outcome on CPOMS.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

11. Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible. The school's focus when handling perpetrators will be

supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the WCF Exclusion Policy.

12. Support for victims

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from a trusted adult
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups and staff will work with the victim to build resilience.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

13. Support for perpetrators:

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by class teachers and SLT. If appropriate, follow-up meetings will be arranged with parents after the incident.

Pupils who have been bullied will be offered continuous support. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-Child Abuse Policy.

The Headteacher has a specific statutory power to sanction pupils for poor behaviour outside of the school premises. Section 90 and 91 of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip. Parents will be informed.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

16. Record keeping

The Headteacher/DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where

decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Headteacher/DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17. Monitoring and review

This policy is reviewed annually by the headteacher/DSL. Any changes to this policy will be communicated to all relevant stakeholders.

18. DATA PROTECTION STATEMENT:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Anti-Bullying Policy	Guidelines for bullying	To provide clarity	Pupils, staff, Parents and Carers, and Trustees.	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
√		

Appendix 1:

Bullying Incident Log



Reported by: _____

Complete details of incident and those involved below
(continue overleaf if necessary)

	Date:	Time:	Location:
Nature of involvement:	Name:		Class:
Nature of involvement:	Name:		Class:
Nature of involvement:	Name:		Class:
Nature of involvement:	Name:		Class:

Type of Bullying Incident:

check all that apply (✓)

Threats / Intimidation ☐	Rumour Spreading ☐	Physical Bullying ☐	Cyber-Bullying ☐
Taking another's property ☐	Name-calling or mean teasing ☐	Social isolation or exclusion ☐	Other (specify): ☐
Name-calling, mean comments, or gestures with a sexual meaning ☐	Name-calling or mean comments about race or colour ☐		

Incident Description:
Action Taken:

Appendix 2 - SUPPORT GROUP APPROACH TO BULLYING IN SCHOOLS:

The Kingston upon Hull Special Educational Needs Support Service (SENSS) Anti-Bullying Project has developed the support group approach to bullying, building particularly on the work of Maines and Robinson (1991, 1992).

Step 1 - Interview the 'victim' for names of bullies, bystanders and friends:

The victim is interviewed first, sometimes at home if they are away from school. Concentrating on the kind of things that have been happening rather than particular incidents, the victim is allowed to talk about whatever they think needs to be known. This might include the whole history of the problem, or very little about it. All that is said is accepted in a non-judgmental way, without questioning its validity. We do not concentrate on the feelings of the victim or request a picture or piece of writing to illustrate them. Questions such as 'What did you do to make him do that to you?' or similar undermine the victim's confidence and are unnecessary. The victim is told that the bullies will not be in trouble so there will be no problems that they will 'get him' her for it later'. Without this assurance, the victim may be reluctant to give any names. The purpose of this interview is to reassure the victim that the problem can be solved and find out:

- who are the main threatening figures
- the 'bullies' who are present although they may not actively join in the bullying
- the 'bystanders' who the victim finds supportive or, if he has no supporters, whom he would like to have as friends
- The victim is told that the group will be asked to help make him/her happier in school.

Step 2 - Convene the support group:

From these names, a support group is made up, ideally 6-8 pupils. All the main bullies are included with some bystanders and supporters. The support group often needs reassurance at the beginning that they are not in trouble. The pupils are often unsure of why they have been selected, since they are not all 'bullies' or 'friends'. It is important that no child is labelled by their selection for the group and having a truly mixed group facilitates this. The group is seen separately from the victim. The group is told that X is unhappy in school, and they have been chosen because they are all able to help. Group members seem to accept the rationale that they can all help; indeed, this is what they have in common. At this point the term bullying is avoided since this suggests a judgement has been made on the nature and causes of the problem. It is equally important, as with the interview with the victim, that a non-judgemental atmosphere is maintained. However, very often the group members use the term anyway. Once the reason for the group is clear and they do not feel threatened, they can be remarkably open about what is happening.

Step 3 - Raise empathy within the group:

Empathy for the victim is heightened by asking if they have ever been unhappy in school. Usually there are a few who will admit to this and say a little about it. The feelings of the victim are not relayed to the group, as Maines and Robinson suggest. Rather, we discuss briefly the feelings of members of the group that have been unhappy in school and say that 'X must be feeling very like that'. This is an effective means of raising empathy without breaching confidentiality.

Step 4 - Explain the purpose of the group:

It is explained that no one should feel unhappy in school and because they know X they probably know better than anyone why and when he or she is unhappy. Members of the group often volunteer information that can be very illuminating at this point. If anyone mentions a name, they are gently interrupted and told there is no need for any names, in order to maintain the non-judgmental atmosphere. Again all that is said can be accepted, since no punitive action will follow as a result of this discussion.

Step 5 - Ask for suggestions:

The group is asked to make suggestions. Because they know what goes on they are the best people to suggest what can be done to make the situation better for X. We wait for suggestions from them. This part of the process is very variable; some groups are full of ideas, others are very vague or there may be some resentful silence. Simply ignoring resentment and praising any suggestions from members of the group usually ensures that most will either have made a suggestion of their own or will take up a suggestion that someone else has made so that all have a role. The actual suggestions are not in themselves significant except insofar as they demonstrate a commitment to the group goal. Members say things such as 'I will bring her/him some sweets', 'I will watch out for her/him in class'. The only suggestion that has to be gently rejected is of the kind – 'If I see anyone hurting her/him I'll beat them up!' They are not asked to make any promises and are not given jobs. The plan must be owned by the group. If suggestions are not forthcoming, which has happened occasionally, exploring further the circumstances when upset occurs generally gets ideas flowing.

Step 6 - Thank, reassure, pass responsibility and arrange review:

Group members are thanked for their support and told that it looks like they have a good plan that will make all the difference to X. Then they are told that they can report back all they have managed to do in a week's time. In other words, the responsibility is passed to the group at this point. The shift of ownership of the plan and the transfer of the responsibility for its implementation to the whole group is crucial. This is the most powerful single feature of the approach. Inevitably, sometimes, this initial meeting goes better than others but it is curious that no matter how it is seen subjectively, this does not appear to be reflected at all in the outcome.

Step 7 - Review with 'victim' first then group. Compliment everyone:

At the review the victim is seen first to see how things have gone. Generally, things are fine. This review usually takes about 2-5 minutes. The victim is complimented on things going well; attention is not withdrawn because there is no trouble or a provocative victim may be inadvertently encouraged.

The support group members are then seen together and asked how things are going. Usually they are aware the victim is happier although they may occasionally report on an incident not involving members of the support group. Many times they express the improvement in terms of 'He/she is better now', as if they view the problem as lying within the victim. They are encouraged to say how they have helped although their efforts are not matched with the suggestions made at the previous meeting, unless individuals wish to do so. They are also complimented and thanked for their help. Then they are asked if they are willing to continue for another week. No one has ever refused to do this in our experience.

On one occasion a group member was unwilling to come to the review meeting and apparently tried to persuade two others to refuse to come but by the following week the other two were eager to come and the dissenter, who was one of the identified bullies, had not bullied the victim further. A new review is arranged as before.

Reviews can be continued for as long as necessary but usually two reviews have been sufficient. This avoids creating a false sense of dependency. Individuals can be reinforced informally from then on. It is usually arranged for the whole group, victim as well as supporters, to receive an appropriate reward to reinforce the new status. They may get a certificate or a letter home to parents. Having their photograph taken is very rewarding to primary pupils and it can go up in their classroom or a notice board.

The parents are asked for their views on how things are going and value being kept informed after each review. When they feel involved and therefore not frustrated this can often help rebuild the relationship with the school which was usually strained beforehand.