



Policy Document:	Anti-Bullying
School's Lead Member of Staff:	Headteacher
Lead Governors (monitoring):	Full Governors
Publication / Revision Date:	2 <sup>nd</sup> December 2022
Document Version:	3.5 (revised with minor adjustments)
Governor Committee:	Full Governors
Committee Approval Date:	November 2021
Full Governors Ratification Date:	November 2021
Review Frequency:	2 Years
Date of next review:	December 2024
Publication date:	December 2022
Purpose:	To create a safe and orderly school community where adults and pupils can work effectively together, where each person feels valued and is able to succeed to the best of their ability.

Chair of Governing Body signature:

A handwritten signature in black ink, appearing to read 'William Spence', is written below the text 'Chair of Governing Body signature:'.

# Anti-Bullying: A whole school policy, practice and procedures

This policy is available to parents on request through the website or directly from the office.

“And let us consider how to encourage one another to love and to good works” Hebrews 10:24

## Introduction

This policy reflects the fact that CFS primarily seeks to honour God’s wisdom as revealed by Biblical principles. These are based upon the fact that we are all created in God’s image. We are all unique and are to reflect the glory of our Creator. We are all deemed to be exceedingly precious in God’s eyes; *‘the very hairs of our head being numbered’ (Mathew 10:30)*. In the Bible, we are exhorted to *‘Love your neighbour as yourself’ (Mark 12:31)*.

These principles are to affect our relationships with each other. Since we are all created in the image of God, we are to treat each other with honour and respect. This principle will affect all relationships within the school and is also reflected in the school’s code of conduct, namely:

- The seriousness of bullying, both physical and emotional, and which can cause psychological damage
- Sensitivity to the needs of others
- Treating others with kindness
- Looking for ways to be useful and helpful to each other
- Recognising and controlling our areas of weakness
- Looking for and enjoying the good qualities and achievements of others
- Forgiving others for their shortcomings.

As Christians we believe in the fatherhood of God (Matt 6:9) which makes us members of God’s family. This will affect our relationships with each other.

Our anti-bullying strategy aims:

- To prevent, de-escalate and stop persistent behaviour harmful to others, in partnership with parents and, if appropriate, other agencies.
- To intervene as early as possible in a considered, consistent and proportionate way
- To safeguard any pupil experiencing bullying, provide support, reaffirm their worth and encourage forgiveness and correct assertiveness (preventing bitterness or other destructive emotions).
- To apply sanctions to the person who is bullying in order to provide them with the opportunity to learn, show remorse, seek forgiveness and change their behaviour.

The Designated Safeguarding Lead will record incidents and file securely, monitoring the effectiveness of the policy. The complaints procedure is one means for parents to access help from the school.

### Links to Legislation:

There are a number of pieces of legislation and guidance which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- Preventing and Tackling Bullying DofE 2017
- Approaches to Preventing and Tackling Bullying DofE 2018
- Keeping Children Safe in Education 2021
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989 and 2004
- The Education (Independent School Standards) Regulations 2014 and 2015
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1994
- DfE Cyber bullying: advice for headteachers and school staff 2014

# Bullying Policy

Christian Fellowship School is working with staff, pupils and parents to create a school community where each person is valued and respected and where bullying is not tolerated.

## 1. **The whole school practice on bullying** will be implemented in six stages:

- Creating a positive school environment that reflects the CFS code of conduct for pupils and staff and the Christian principles of love and acceptance amongst all.
- Following the school Behaviour Policy across all school departments, including tackling low level disruption.
- Raising awareness of bullying amongst staff and ensuring that staff are trained in how to identify, respond to and record bullying incidents
- Raising awareness of bullying amongst pupils
- Identifying bullying in the school, followed by implementation of the bullying policy.
- Monitoring the progress and outcome of any policies implemented.
- Evaluation, feedback and review of the effectiveness of the policy.

## 2. **Creating a positive school environment.**

This area is seen as the first stage in combating the problem of bullying. Prevention is better than cure. The establishing of a Christian environment of love and concern for each other, in which the principles of the code of conduct are worked out in daily life, will help create a community in which bullying is not the norm.

This will be done:

- Through effective design and management of school premises: places not easily supervised or visible become places where vulnerable children can be bullied.
- Through teaching by class teachers about the code of conduct and its expectations of conduct at school.
- Through teaching on the nature of God and our responsibilities to Him, taught in class assemblies and whole school assemblies.
- Through teaching on the sanctity of human life and the value of each individual as unique and precious in God's eyes. This will be reinforced in Religious Studies lessons, PSME lessons and school assemblies.
- Through example from the staff: in their relationships with each other and with the pupils, the staff should always try to exemplify these principles, becoming a role model for the pupils to follow.
- Through general high expectations of disciplined behaviour, where principles of disrespect or unkindness are detected and addressed, according to the behaviour policy, however small or subtle the actual behaviours appear to be.

## 3. **Bullying - a definition.**

It is important that there is a shared working definition within the school community. Most people consider bullying to be a combination of all the following elements:

- deliberately hurtful (either physically or emotionally)
- a single serious incident, or usually incidents repeated over a period of time
- difficult for victims to defend themselves against (power imbalance)
- perpetrated by either an individual or a group

Bullying may take the following physical or emotional forms:

- physical - hitting, kicking, taking belongings
- verbal - name calling, insulting, making offensive remarks
- cyber-bullying – unkind messages, humiliating posts or comments, intentional exclusion
- indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- psychological – intentionally provoking or 'winding someone up' to cause a reaction.

Name-calling is the most common form of direct bullying. This may be because of individual characteristics, some of which may be 'protected characteristics' as identified in the Equalities Act 2010.

Raising awareness of the problem begins first in the staff meetings where these problems are to be highlighted at the start of each school year within departments, then on a cycle for whole school INSETs when the school policy on handling children is discussed. This awareness is then passed on to the pupils via the form tutors within form periods, PSME lessons and through school assemblies.

#### **4. Identification of bullying**

Often one pupil (the ring leader) starts bullying a victim, sometimes with other pupils present (the bystanders). These other pupils may:

- help the bullying by joining in, sometimes because they themselves may be fearful of the person who has instigated the bullying (assistant role)
- help the bullying by watching, laughing and shouting encouragement, and thereby reinforce the bullying (reinforcer role)
- remain uninvolved but take no further action, therefore becoming the bystanders who appear to condone the bullying (outsider role)
- help the victim directly by telling the pupil/s bullying to stop, and/or fetch an adult and thereby defend the victim. (defender role)

Bystanders are clearly a crucial group who can either be complicit in allowing bullying behaviour to continue or be instrumental in stopping it.

*Salmivalli (1996 and 1999) in Anti-Bullying Alliance 2006 report: Bystanders and Bullying ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk))*

Any child can be bullied, and although **none** of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friendships in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some respect - such as stammering
- having Special Educational Needs or a Disability
- behaving inappropriately, intruding or being a "nuisance"
- possessing (or not possessing as the case may be) expensive accessories, such as mobile phones, computer games, or sports kit
- factors relating to other protected characteristics, including religious belief, gender, sexual orientation, which could lead to prejudice-based bullying.

Some victims may behave passively or submissively, signalling to others that they would not retaliate if attacked or insulted. Others may respond aggressively, sometimes provoking others to retaliate. Some pupils can bully and also be the victim of bullying; approximately 20% of victims also bully although tending not to direct their aggression towards their own aggressors. They may come from vulnerable family backgrounds and are likely to need special support to help them address and change their behaviour.

Verbal bullying is common amongst boys and girls. Boys may experience more physical violence than girls. Girls tend to use indirect methods which can be more difficult to detect. Physical bullying tends to decrease with age, but indirect bullying increases. Attitudes to victims tend to become less sympathetic over the age range of 8 to 15 years, especially in older boys.

#### **5. Implementation of the policy.**

Incidents of bullying will probably be noticed firstly by the form tutor. The form tutor (and any other member of staff) will be vigilantly on the look-out for the following signs of bullying. Victims may display:

- a reluctance to attend school and frequent absences
- more feelings of insecurity and anxiety than others
- fewer friends and feelings of loneliness and unhappiness
- low self esteem and low self image, looking upon themselves as failures - feeling stupid, ashamed and unattractive.
- a variety of physical health problems such as fits, faints, vomiting, limb pains, paralysis, hyperventilation, headaches, stomach aches, bed wetting, sleeping difficulties and sadness.
- anxiety, depression, loneliness and lack of trust.

Regular communication, liaison and involvement of parents may also alert the school to an incident of bullying. Families are more often told about bullying than teachers; older pupils are less likely to tell at all. Often a “code of silence” exists. Often steps need to be taken to uncover incidents of bullying (as outlined in section 6). If a parent alerts the school to an incident of potential bullying, the school will follow this bullying policy and cannot promise a parent, should they request it, that it will not investigate or take action if a concern has been raised. The school has a duty to act in the interests of all children.

Teachers on yard and on lunch duty should be extra vigilant for the signs of bullying. Year 11 prefects may prove helpful in this respect. Parents bringing or collecting their children from school may also be in a position to notice and report incidents of bullying. Parents should be encouraged to report any incident of bullying or other inappropriate behaviour, which they have seen or heard about, that has given them cause for concern. They may speak directly to a form teacher or Head of School. Sometimes form tutors or Heads of Schools may feel the need to employ a survey in a particular class to uncover the problem.

The senior Student Council also has a role in being watchful for bullying behaviours or vulnerable children. They are also empowered to give advice to pupils as a preventative measure and also to report to staff. The School Council, under staff supervision, may on occasions be a first stage in facing a pupil/s who bully up to why their behaviour is wrong.

Cyber-bullying can happen at all times of the day or week, with a potentially bigger audience than face to face bullying. The Education Act 2011 states that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, 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 if parents have been informed about this in our Behaviour Policy and pupils are made aware of this in the Acceptable Use Agreement. The school ICT Policy and Acceptable Use Policy give further information on this area.

## 6 **Action to Investigate Bullying** (the order of the following steps may vary)

When an incident of alleged bullying has been reported to or suspected by a member of staff, the Head of School, Safeguarding Lead and Headteacher will be informed. A key member of staff will be allocated (a case manager), who will then take responsibility for seeing that each step of the policy is followed, and that the potential bullying situation is seen through to resolution, including communication with parents and a full write-up report. The DSL and headteacher will be kept updated by the case manager. The DSL will be responsible for ensuring that the written report is printed and filed appropriately. Perpetrators of bullying will have a record of the events held as a discipline file, and the victim may have notes added to their welfare file, if appropriate.

The key staff member (case manager) or another appropriate member of staff will:

1. Speak with the alleged victim of the alleged bullying (referring to screen shots or messages if it relates to cyber bullying) to determine the extent and nature of the alleged bullying and the number of people involved. (see Appendix A for questions to use with pupils)
2. Speak with other relevant pupils individually who will verify the victim’s story, belie it or amend it as the case may be.
3. Write up events promptly and share notes with relevant members of staff (Head of School, DSL, Headteacher, form teacher).

If, after investigation, the reported incident is considered to be bullying then the case manager will (in approximate sequence):

4. Speak with the pupil/s who is/are accused of bullying to see if there is “another side to the story”
5. Before taking any action, speak with the parents of the victim to inform them of our findings. For some parents this may come as a surprise and the distress of discovering that their child is being bullied may be intensified by the knowledge that their child had not confided in them. Staff need to be sensitive and supportive in their communication and give parents the opportunity to talk this through. Other parents will be fully or partially aware of what has been going on and may be able to shed further light on the incident. They may also have a perspective on the type of action that would help their child and what would not. In the initial conversation with the victim’s parents, it will be important to stress that the school is handling the situation and request that they do not directly approach the parents of the child(ren) who have been involved in bullying their child to try to ‘sort it out’ between themselves. Parents of victims may feel distressed or angry and there is a risk to long-term relationships within the community if the correct procedure and channels of communication are not adhered to.
6. If appropriate, sensitively alert the prefects to assist with monitoring.
7. Look into the possibility of involving other pupils in the class to befriend and support the alleged victim.
8. Warn the pupil/s who has/have bullied of the possible consequences of their actions both to themselves, to the victim of the bullying, and to their future in the school.
9. Speak to the class about the issue of bullying and its consequences
10. If the bullying persists, the person bullying will be excluded from contact with other pupils for a period of time (usually between a day and a week depending on the age of the pupil involved). The Behaviour Policy can be referred to when considering sanctions.
11. If the bullying behaviour still persists, then the person bullying will be suspended from school for a period of time (usually between a day and a week depending on the age of the pupil)

At each stage, ongoing dialogue will be maintained with the parents of both the victim and the perpetrator/s. In order to restore maintain relationship and trust between families, staff may consider relaying any regret expressed by the parents of the children who have engaged in bullying behaviour. In some circumstances, staff may consider arranging an opportunity for both sets of parents to talk together with a member of staff present to facilitate the conversation.

Sometimes, the pupil(s) who have engaged in bullying behaviour may want to apologise to the victim’s parents. Staff may decide what form this could appropriately take and will inform the victim’s parents that the pupils who have engaged in bullying behaviour have expressed remorse/regret and are sorry for the distress they have caused to the victim and their family.

Parents will be told that if their child persists in bullying after all of the above have been implemented they will permanently excluded from the school.

## **7 Recording and Monitoring process**

Detailed records of the incidents will be kept in a locked file by the Designated Safeguarding Lead. The Head teacher should be informed of any fresh incidents from the outset.

A copy of the Bullying Incident Form, or a digital report should be given to the DSL for filing, and a copy may also be stored in the LS/MS/US behaviour and/or welfare file.

It is essential that each incident be followed up to check that the bullying has not started again. Immediately after intervention, the bullying is likely to stop but may reoccur some time later. This follow-up should be about two weeks after the incident and each half term thereafter but the timeframe may vary depending on the nature of the incident, eg cyber bullying. If pupils expect follow up, then they are less likely to re-offend.

It is important to have regular reminders of the policy - a low profile policy can easily be forgotten. This

should be done at the beginning of each term. New pupils should always be made aware of the policy. The "Information sheets" (see pages 11-16) and posters may be used to help summarise essential points.

There should be regular contact with the parents to make sure that the bullying has not started again. There should be regular reminders to the class as a whole to remind them of the dangers of bullying.

Any incidents of name-calling or use of derogatory language related to protected characteristics (including race, sexuality or gender) will be recorded in a specified area of the bullying file, and will be carefully monitored. Such incidents will be responded to according to the Behaviour, Bullying and Equality policies, and will also be met with an educational approach, so that those involved come to understand why such words, actions or attitudes are offensive and unacceptable.

An annual Bullying report will be completed for governors to evaluate, plus an annual report to governors on any derogatory treatment towards those with protected characteristics.

## **8 Evaluation and feedback**

Periodic audits/surveys will be conducted of pupils and parents. (*approx. every 3 yrs*). Feedback will be evaluated and shared with governors and staff and will be made available to parents. This feedback will be used to monitor the effectiveness of the bullying policy and to enable regular updates of the policy. An annual report to Governors and staff will be given by the Safeguarding Lead.

This should result in:

- a raised awareness among the staff of the problem of bullying leading to
- a raised level of staff vigilance and response to bullying
- fewer pupils reporting that they are being bullied or that they bully others
- more pupils saying that they would not join in bullying someone else
- more pupils being prepared to tell a member of staff if they or others were being bullied.

## **9 Involvement of Parents**

One of the main aims of the school is to assist parents in their Godly mandate to bring up their children.

Parents may contact the school, at times in some distress, to report that their child has been bullied. Their concerns will be taken seriously and thoroughly investigated. It is important that the member of staff in contact with the parent knows the school policy and remains calm and understanding, recognising that the parent may be angry and upset. The parents will need reassuring that the school cares and that something will be done. Once the case has been dealt with, the parent should be informed of the outcome and their continued input should be encouraged to ensure that the problem does not reoccur. Some claims may turn out to be exaggerated or affected by different children's perceptions of events; however, whatever situation or the victim or perpetrator's previous history, all claims of bullying will be investigated. If a parent alerts the school to an incident of potential bullying and asks that no action be taken for various reasons, the school will still follow this bullying policy and cannot promise a parent that it will not investigate or take action if a concern has been raised. The school has a duty to act in the interests of all children.

## **10 Bullying outside of the school premises**

The school's duty of care extends to preventing bullying outside the boundaries of the school. This includes bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in a town centre. School staff members have the power to discipline pupils for misbehaving outside the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on within school hours and on the school premises. The headteacher will consider whether it is appropriate to notify the police of the action taken against a pupil.

The school in such cases will:

- alert parents
- investigate the incident according to our policy
- talk to the transport company about bullying on buses and trains
- talk to other schools whose pupils are bullying off the premises
- involve the police, if appropriate, in the protection of pupils outside of school
- help the victim to make safer provision for the journey to and from school.

#### **FIVE KEY POINTS**

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several pupils saying the same thing does not necessarily mean that they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow up repeatedly, checking bullying has not resumed.



## Anti-bullying Information For staff and volunteers

Is it bullying?

### Definition of bullying:

- deliberately hurtful words or actions
- a single serious incident, or usually incidents repeated over a period of time
- difficult for victims to defend themselves against (power imbalance)
- perpetrated by either an individual or a group

### Forms of bullying:

- Name calling
- Making threats
- Intimidating behaviour
- Pressuring someone to give someone money, food or possessions;
- Hitting (or other harmful contact)
- Taking/Damaging others' possessions
- Excluding people from a group
- Spreading rumours about an individual or their family
- Using text, email or other online platforms to write or say hurtful things (cyber-bullying)
- Prejudice-based bullying because of a protected characteristic, including but not limited to race, gender, sexual orientation, disability or religious belief.

### Christian Fellowship School will not tolerate bullying.

This is what we do about bullying:

- 1) Make sure that the person being bullied is safe
- 2) Work to stop the bullying happening again
- 3) Provide support to the person being bullied
- 4) Follow our school bullying policy in dealing with those displaying bullying behaviours

**What should I do if I see bullying taking place?****Your role:**

Be aware and watchful, or intervene to stop. Then report to the Head of School. Engage in any investigations as appropriate, monitor progress and report any recurrence.

**Interventions which the school uses:**

- 1) To make sure that the child being bullied feels safe we will:
  - reassure the victim that action is being taken
  - find a buddy and/or safe places for them to be
  - alert other staff and the student council to be watchful
  - when appropriate, isolate for an agreed period those displaying bullying behaviour.
- 2) To challenge the bullying behaviour we will:
  - state clearly what constitutes bullying and draw pupils' attention to procedures
  - teach pupils the agreed anti-bullying curriculum as a preventative measure
  - take part in the investigative and corrective procedures if bullying occurs, as per the bullying policy
  - work together with parents to resolve matters and prevent repeat incidents.

Secure records will be held of any bullying incidents that occur, along with records of follow-up steps taken.

**Pupils are encouraged to keep reporting until bullying stops even when staff think it has been solved.**



## Anti-bullying Information for pupils

Is it bullying?

### Definition of bullying:

- deliberately hurtful words or actions
- a single serious incident, or usually incidents repeated over a period of time
- difficult for victims to defend themselves against (power imbalance)
- carried out either by an individual or by a group

### Forms of bullying:

- Calling you names or teasing you
- Threatening you
- Intimidating you
- Pressuring you to give someone money, food or possessions
- Hitting you (or other harmful contact)
- Taking/Damaging your possessions
- Excluding you from the group
- Spreading rumours about you or your family
- Using text, email or other online platforms to write or say hurtful things (cyber-bullying)
- Prejudice-based bullying because of a protected characteristic, including but not limited to race, gender, sexual orientation, disability or religious belief.

### Christian Fellowship School does not tolerate bullying. This is what we do about bullying:

- Make sure that the person being bullied is safe
- Work to stop the bullying happening again
- Provide support to the person being bullied
- Follow our school bullying policy in dealing with those displaying bullying behaviours

**If you feel you are being bullied:**

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil and ask them to help you speak to an adult.

**If you have been bullied:**

- Tell a teacher or another adult in school (your Head of School, form tutor or any member of staff will be able to help)
- Tell your family
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you #
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened.

**When you are talking to an adult about bullying be clear about:**

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

**If you see someone being bullied:**

1. Step in and tell them to stop if you feel able to
2. Tell an adult what you have seen.

If bullying continues after adults have tried to sort it out, please keep reporting it until it stops.

**All this will require courage. Your action not only helps you stand up to the person who is bullying you, but also protects other pupils from going through the same thing.**



## Anti-bullying Information for parents

Is it bullying?

### Definition of bullying:

- deliberately hurtful words or actions
- a single serious incident, or usually incidents repeated over a period of time
- difficult for victims to defend themselves against (power imbalance)
- carried out either by an individual or by a group

### Forms of bullying:

- Calling your names or teasing them
- Threatening your child
- Intimidating your child
- Pressuring your child to give someone money, food or possessions
- Hitting your child (or other harmful contact)
- Taking/damaging your child's possessions
- Excluding your child from the group
- Spreading rumours about your child or your family
- Using text, email or other online platforms to write or say hurtful things (cyber-bullying)
- Prejudice-based bullying because of a protected characteristic, including but not limited to race, gender, sexual orientation, disability or religious belief.

### What should you do if you think your child is being bullied?

- 1) Talk to school staff about the bullying. At Christian Fellowship School your first contact point to report concerns about bullying is the form teacher. Please contact the school office 0151 709 1642 or by email at [info@cfschool.org.uk](mailto:info@cfschool.org.uk) and ask to make an appointment to speak to a member of staff about a bullying matter. It will help to sort out what action to take if you can bear in mind that the teacher may not be aware that your child is being bullied, or may have heard conflicting accounts of an incident, (of which you may only have heard one side).
- 2) Be as specific as possible about what your child says has happened: give dates, places and names of other pupils involved. If it involved cyber bullying, take screenshots of text, although not of images that could be deemed to be indecent.
- 3) Make a note of what action the school intends to take.
- 4) Ask if there is anything you can do to help your child.
- 5) Once the situation has been dealt with, stay in touch with the school; let them know if things improve as well as if problems continue.

### **What will Christian Fellowship School do?**

Christian Fellowship School does not tolerate bullying. This is what we do about bullying:

- Work to make sure that the person being bullied is safe and feels safe
- Work to stop the bullying happening again: this may include sanctions for perpetrators such as suspension or isolation from classmates
- Provide support to the person being bullied
- Take actions to ensure that the person doing the bullying learns not to harm others.
- The school will follow the bullying policy and cannot promise a parent, should they request it, that it will not investigate or take action if a concern has been raised. The school has a duty to act in the interests of all children.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Make an appointment to discuss the matter with the head teacher and keep a record of the meeting.
- If this does not help, continue to use the complaints procedure and, if necessary, write to the Chair of Governors explaining your concerns and what you would like to see happening.

**NB: The bullying may not stop immediately after staff address the issue. Please persist and continue to report. Each time there will be more severe consequences for the person who is bullying until either they stop the behaviour or they will be asked to leave the school.**

## **Appendix A - Aide Memoire for staff**

### **CFS - 9 step plan to respond to bullying:**

1. Investigate
2. Decide if it's bullying or not
3. Consider how to make victim safe
4. Communicate with parents
5. Make decision on actions
6. Communicate with parents again
7. Apply sanction
8. Write up and file
9. Follow up with regular monitoring.

### **Questions to use when investigating suspected bullying**

It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than using closed questions, unless you are clarifying a particular point.

The following may be helpful when questioning those involved and recording incident(s):

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?
- Is there anything else that you would like to tell me?

It is also useful at regular intervals to summarise what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important. If you are speaking to the possible victim, assure them that they have done the right thing to tell you about this. Inform the child of what you will do with this information, eg pass it to their form teacher/Head of School, and what you plan to do next eg speak with others who were nearby to see if there is more we need to know.

If they are the victim, arrange for a 'buddy' to be with them so that they feel safe.

## **Appendix B - Bullying Incident Report**

Please refer to the CFS Bullying Policy to check procedures on responding to incidents of bullying. This report should be filed with safeguarding records, and in welfare/discipline records, as appropriate.

Date: Recorded by: Position:

Upper / Middle / Lower School

Victim/s of incident: Name: Year:

Perpetrator/s: Name: Year:

Description of Incident:

Action take: Date

Follow-up 1: Date

Follow-up 2: Date