

YSGOL EIRIAS



ANTI BULLYING POLICY

POLICY DOCUMENT NO: 2

ISSUE NO: 10

THIS POLICY HAS BEEN REVIEWED, APPROVED AND ADOPTED BY THE GOVERNING BODY

Signed:

Date:

September 2023



ANTI BULLYING POLICY

The Ysgol Eirias Anti-bullying policy incorporates the model policy produced by Conwy Local Authority. This policy constitutes part of the Safeguarding practice at Ysgol Eirias. In addition, the school operates the KiVa Anti-bullying programme within school to educate the learners and monitor incidents. The development of the programme has been funded by Conwy LA.

Within this policy there are several references to the protected characteristics as defined in the Disability Act 2010. This means it is against the law to discriminate against someone on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

A user-friendly version of this policy is also available.

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1. Introduction and scope of this policy

This Anti-bullying policy is written to support our whole school ethos to ensure that all people in school feel safe, secure, confident and happy, and to provide them with the ability to ensure their own safety and wellbeing and that of others. This policy applies to children and adults alike.

This policy has been written in line with the Welsh Government's statutory guidance series '*Challenging Bullying – Rights, Respect, Equality*', as well as advisory guidance for children and young people, parents and carers. (Appendix 1). A range of other useful resources can be found in Appendix 3. It also incorporates the Conwy Local Authority model policy.

Ysgol Eirias will comply with their legal duty to safeguard and promote the welfare of learners. The head teacher and school's governing body will ensure all staff are aware of this anti-bullying policy and the procedures to follow if a learner reports that they are being bullied in line with the KiVa Referral System. This is to ensure consistency in the delivery of this policy. Staff are reminded a learner may approach any member of staff in school including their chosen trusted adults. Staff training and regular updates will increase their readiness and confidence to notice and respond when issues of bullying are present. All staff have covered KiVa during training days; designated staff including pastoral leads, leadership, teachers and support staff have undergone specific KiVa training.

Ysgol Eirias also has a responsibility under the Equality Act 2010 to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share that characteristic; In doing so we aim to remove or minimise disadvantages that may be suffered by those persons with the protected characteristic.
3. Take steps to meet the needs of those people who share a relevant protected characteristic that are different from the needs of persons who do not share it.

Bullying may be a form of discrimination.

At Ysgol Eirias we believe that bullying behaviour is unacceptable. We acknowledge that we have a legal duty to prevent and tackle all forms of bullying and discrimination. We will work together to promote positive behaviour (including preventing bullying behaviours) at all times. Our pupil's safety, health and well-being is of paramount importance. It is everybody's responsibility, to tackle bullying.

Should bullying behaviours be identified, we endeavour to

- respond consistently in line with the agreed KiVa procedures,
- provide support to those involved as appropriate using trained KiVa.

2. Defining bullying

There is no legal definition of bullying in Great Britain, although legislation applies in Wales, the UK and internationally that aims to protect the rights of children and young people to a life free from abuse and harm (which would include bullying).

Bullying for the purpose of this document means :

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

The kiva definition of bullying that is used in school for the curriculum lessons and incident management is:

bullying is intentionally and repeatedly causing distress or harm to the same individual. In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties – the bullied child usually has less power or physical strength than the bully or bullies.

Bullying can take many different forms. Most often it consists of verbal abuse and public ridicule of the target, but there are many other forms of bullying as well. Often the targets are bullied in more than one way and bullying is more than just single attacks. It is a rather stable relationship between the bully and the bullied child, and this relationship is further embedded in the larger peer setting.

What is not bullying?

Some behaviour, though unacceptable, is not considered bullying. Ysgol Eirias deal with such behaviours through our behaviour policy to prevent an incident potentially escalating further to become bullying.

The following examples are cases which would not normally be considered bullying:

- *friendship fallouts*
- *a one-off fight*
- *an argument or disagreement*
- *a one-off physical assault*
- *insults and banter*

The above examples are not considered to be bullying because they are not necessarily

- deliberate or intentional
- repeated over time
- involves a perceived imbalance of power between bully and the victim.
- causes feelings of distress, fear, loneliness, humiliation and powerlessness.

However, if these sorts of behaviours are repeated it may become an episode of bullying.

These examples illustrate the need to deal with any non bullying incident that are reported to allow us to record it and monitor any similar incidents between individuals and groups to prevent it escalating into bullying.

The distinctive elements of bullying behaviour.

There are a number of distinctive elements associated with bullying. These include, but are not limited to:

- *intention to harm* – those who bully others are often skilled in knowing how to humiliate or hurt their target, picking on aspects of their appearance, personality or identity that produces the effect wanted.
- *harmful outcome* – occurs when the target is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- *direct or indirect acts* - such as hitting, as well as spreading rumours, revealing private information about someone or sharing images with people for whom the information/images were not intended
- *repetition* – bullying involves **repeated** acts of negative behaviour or acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying.
- *unequal power* – bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Forms of Bullying

Bullying can take many forms of repeated behaviour including:

- *physical* – kicking, tripping someone up or pushing them, injuring someone, damaging their belongings or gestures of intimidation
- *verbal* – taunts and name-calling, insults, threats, humiliation or intimidation
- *emotional* – behaviour intended to isolate, hurt or humiliate someone
- *indirect* – sly or underhand actions carried out behind the target's back or rumour-spreading
- *online* – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video
- *relational aggression* – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's Additional Needs (AN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- *sexual* – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted
- *prejudice-related* – bullying of a learner or a group of learners because of a certain characteristics or lack of understanding. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics.¹

Prejudice-related bullying

Prejudice can, and does, also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

Prejudice-related behaviour often express ideas, stereotypes and prejudices to do with discrimination and inequality that are present in wider society. These ideas and attitudes involve hostility towards people who have protected characteristics, such as learners who are disabled (which can include those with Additional learning Needs), who are lesbian, gay or bisexual; who are questioning their gender or who are transgender; or whose ethnicity, race, appearance, religious heritage or gender is different from the perpetrators. Prejudice-related behaviour can also be directed towards those without protected characteristics, including those who have additional learning needs (AN) that do not meet the definition of disability under the Equality Act 2010. This can lead to bullying for a variety of other reasons such as social status and background.

Examples of Prejudice-related bullying

Prejudice -related bullying may include -

- using sexist comments, unwanted touching or the taking of images without permission
- commenting on someone's appearance such as their weight or hair colour.
- stigmatising a learner with a disability or AN
- using homophobic, bi-phobic, transphobic, sexist or racist language
- actively trying to remove any religious clothing such as a hijab, kippah, turban, cap or veil

At Ysgol Eirias all forms of prejudice-related bullying to be challenged fairly and equally.

N.B. All such prejudice – related bullying incidents will be recorded to enable us to monitor patterns and prevent discrimination. As such patterns need to be reported under our Equality Duty under the Equality Act 2020.

Online Bullying

Although offline bullying remains more common than online bullying, learners report that the features of online bullying, stated below, make the experience uniquely distressing.

- The audience can be unlimited.
- It can occur anywhere and at any time, there is no respite from it.
- It can involve unknown people, although most cases involve known peers.
- Technology facilitates the storage of images and messages for repeat viewing.

Online bullying behaviour can take different forms including:

- *profile* – people do not have to be physically stronger, older, or more popular than the person they are bullying online

- *location* – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- *audience* – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- *anonymity* – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- *motivation* – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

Signs that a person may be being bullied can be found in Appendix 2.

Bullying and safeguarding.

Some cases of bullying might be a safeguarding matter or require the involvement of the police. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child (or young person) is suffering, or is likely to suffer, significant harm'. Where this is the case, Ysgol Eirias follow in school reporting procedures before reporting their concerns to Conwy's social services department under normal procedures.

3. What we will do to prevent and challenge bullying

A Curricular Approach

Ysgol Eirias has a whole school approach to preventing bullying through a positive and respectful behaviour policy. We believe this helps to create an inclusive, engaging environment where learners feel safe and are ready to learn.

The KiVa Unit 1 programme is delivered through the Primary Schools – we liaise with our feeder schools regarding the programme and our KiVa team along with drama students visit the feeder schools. Unit 2 programme is delivered to Year 7 through the Health and Wellbeing lessons on a 6 week cycle. Learners engage with various activities that develop their knowledge and understanding of bullying and the different roles involved in incidents. Learners are educated with the intention of reducing bullying through more considered awareness of interacting with others. The KiVa Unit 3 programme is delivered through English during Year 9. In addition, assemblies are dedicated to anti-bullying and there is an anti-bullying raising awareness week for every year group each year.

How will we achieve this?

Through our curriculum we will help pupils to understand that bullying can be hurtful. Sometimes the pupils understanding is based on things they have heard at home or in the community. We believe in using a range of approaches to challenge such thinking and offer alternative thoughts and actions. Examples of such actions include:

- At whole school level – through assemblies, when children will be informed of this Anti-bullying policy.
- At classroom level – during form periods, tutorial groups, pastoral lessons and the KiVa programme.
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance including our KiVa trained Wellbeing Officer.
- It is recognised that there are locations about the school where incidents or bullying are more likely to occur. Arrangements have been made to ensure that these are supervised
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated using the KiVa protocol.
- Parents who believe their children are the target of bullying behaviour should share their concerns with school at the earliest opportunity and be prepared to work with
- school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan agreed to prevent further incidents and the pupil displaying bullying behaviour helped to modify their behaviour.

Any activity, such as those described above, always develop the idea that such behaviour may be classed as bullying if it persists. Parents/carers may also be involved or even the School's Police Liaison Officer if the severity of the incident warrants such involvement. As a school we will also support the victim through a whole school responsibility of staff, pupils and parents in tackling this issue.

4. How to report an incident of bullying

It is extremely difficult for staff to deal with incidents of bullying if we are not aware that it is happening. The first thing the pupil **MUST** do is let someone know.

If another learner is aware of a bullying matter, they too can report it on the **victim's** part. All incidents will be treated seriously and investigated. (Remember bullying is a repeated act)

Learners can report incidents –

Directly (face to face)

- To their Form tutor, their Head of Learning or a class teacher.
- Can speak to the Student Manager
- Speak to their trusted adult
- Speak to any other adult in the school

In writing

- Write an explanation of what has happened and pass to their form tutor, Head of Learning or Student Manager

Ask someone else to speak up for them

Other Learners can report incidents

- If another learner is aware of an issue they can pass the information on as above, explaining that it about another pupil which they name

Parents can report incidents

- Parents who believe their children are the target of bullying behaviour should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly if parents believe their child is bullying others, this information should be shared with school so that the problem can be addressed and a plan
- agreed to prevent further incidents and the pupil displaying bullying behaviour helped to modify their behaviour.

5. How the school will respond to incidents?

When a pupil has reported an incident of bullying, the KiVa protocol will be followed involving trained staff, learners and parents. The KiVa contract is a key document that will be used if appropriate.

If the staff are concerned that the learner is at risk of harm it must be reported as a safeguarding issue.

The nature of any intervention will be decided on an individual basis. See Appendix A for the KiVa flowchart and contract which highlights the response to any incidents.

The school will offer a proactive, sympathetic and supportive response to pupils who are the targets of bullying. The exact nature of the response will be determined by the particular pupil's individual needs.

For the Pupil displaying bullying behaviour

Ysgol Eirias takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable pupils who display bullying behaviour to modify their

behaviour. As a school we believe the positive use of sanctions can be useful in demonstrating to perpetrators of bullying behaviour that their actions are unacceptable and in promoting change.

Ysgol Eirias will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary, they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the pupil displaying bullying behaviour to reinforce the message that their behaviour is a breach of the school discipline policy and behaviour management plan and is unacceptable
- loss of lunch/break time privileges
- detention
- removal from class/group temporarily or permanently
- parents informed
- counselling/instruction in alternative ways of behaving through –KiVa trained staff
- adult mediation between the perpetrator and the targeted pupil (if agreeable)
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

6. The right of parents/carers to escalate the matter

Having reported an issue regarding bullying to the school, if a learner or their parent/carer does not feel that the school has taken it seriously or has not addressed their concern to a satisfactory standard, they can make a formal complaint.

Under section 29 of the Education Act 2002, school governors are required to have and publicise a complaints procedure ensuring anyone with an interest in the school can raise a complaint, confident it will be considered properly and without delay. This policy is available on request from the school or school governing body. The policy explains the process for raising a complaint to enable the complainant to understand how the school governing body will deal with the issue.

7. Saving Evidence and Recording Incidents

Collecting and recording of incidents allows us to effectively monitor bullying behaviours and allows us to effectively monitor and modify our strategies to minimise such behaviours.

Evidence helps to identify the types and nature of bullying incidents. It may include threats or images sent on or offline by messaging, conversations, notes or images, damaged clothing or other belongings, online conversations or notes. Bystanders may also be able to provide

witness statements or additional evidence. Dates and times when things happened should be noted. Screen grabs can be saved as online evidence. Staff in school will gather information from any learners who may have been a perpetrator, a victim or a witness to an alleged bullying incident. Such accounts will be signed and dated by the person writing the account. KiVa contracts and documents will be kept on record within the pupil files by Heads of Learning.

Ysgol Eirias is required to record information that will enable the school to:

- be clear about the nature of the complaint
- keep the complainant informed of the progress of their complaint
- make reasonable adjustments to timescales if the complaint is complex
- keep an accurate record of the complaint and process followed
- monitor the progress of a complaint
- document what has been done and what needs to be done
- provide evidence that the complaint was considered properly
- record information for future reference given that bullying cases can reoccur so a full picture should be available
- identify trends or recurring themes in complaints cases, to inform wider school improvement processes
- compile reports to school governors and others on complaints.

Recording Bullying Issues on SIMS

Incidents of bullying need to be recorded by type and severity.

By type:

- **Physical bullying** – Kicking, tripping, pushing, threatening, damage to property
- **Verbal bullying** – name calling, insults, threats, intimidation
- **Emotional bullying** – Isolating or humiliating, rumour spreading
- **Online** – Mobile phone, social media etc
- **Sexual** – Touching, threatening, suggestive comments, sexting
- **Disability related**
- **Sexuality or gender related**
- **Racial/ethnicity/religion related**

By Severity

Each category will be determined by level

- **Level 1** Persistent aggressive
- **Level 2** Pattern of deliberate behaviour emerging
- **Level 3** Day to day instances which show lack of Social Skills

8. Monitoring Incidents of Bullying

Heads of Learning and KiVa trained staff will monitor incidents of bullying in order to try to identify patterns of such behaviours and the extent of bullying. Information that is recorded will comply with data protection laws, such as the EU GDPR and the UK DPA 2018.

Mr D McKenzie, Deputy Head is the named person as the co-ordinator of the Anti-Bullying policy and will be responsible for the monitoring, review, evaluation and reporting processes inherent within this policy.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/guardians and pupils.

The school's Governing Body will monitor the following in relation to bullying:

- an overview of recorded bullying incidents in their setting to see how long it takes on average for cases to be resolved
- the recurrence rates
- whether learners who have reported bullying incidents believe they got a satisfactory outcome whether there are any emerging trends or groups being discriminated against
- whether there are online cases that suggest work is required with the learners, parents/carers and staff to counter new forms of bullying
- absenteeism rates to identify and question if this may be related to incidents of bullying
- that the regularly collected data on reported incidents is showing progress towards the equality objectives.

All complaints will be handled fairly, openly and without bias. Ysgol Eirias will investigate the concerns raised and make a decision quickly.

9. Reviewing this policy

This anti-bullying policy and strategy to be reviewed every three years, or sooner. This review will involve consultation with school staff, learners and parents/carers.

10. Conclusion

An anti-bullying policy alone will not stop bullying. Bullying is an aspect of life that we strongly believe can only be reduced through educating our learners and dealing with incidents effectively. Our policy and KiVa programme is directed at improving this understanding, thereby reducing the need for a pupil to display bullying behaviour and as such is an integral part of the school's ethos and philosophy.

All staff will receive regular training on their anti-bullying policy and procedures, including in relation to any new trends or concerns arising within school.

Appendix 1 Statutory Guidance

The references to the guidance and relevant toolkits are listed below:

Anti bullying November 2019

Useful links:

Rights, respect, equality: guide for children

English: <https://gov.wales/rights-respect-equality-guide-children>

Rights, respect, equality: guide for young people

English: <https://gov.wales/rights-respect-equality-guide-young-people>

Rights, respect, equality: guidance for parents and carers

English: <https://gov.wales/rights-respect-equality-guidance-parents-and-carers>

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-statutory-guidance-for-governing-bodies-of-maintained-schools.pdf>

<https://gov.wales/sites/default/files/publications/2019-12/anti-bullying-briefing-pack-question-and-answers.pdf>

A range of further useful resources can be found in Appendix 3

Appendix 2 Signs that a person may be being bullied

Warning signs at school

If a student is being bullied at school, they may:

- become aggressive and unreasonable
- start to get into fights
- refuse to talk about what is wrong
- have unexplained bruises, cuts, scratches, particularly those appearing after recess or lunch
- have missing or damaged belongings or clothes
- have falling school grades
- be alone often or excluded from friendship groups at school
- show a change in the their ability or willingness to speak up in class
- appear insecure or frightened
- be a frequent target for teasing, mimicking or ridicule.

Warning signs at home

A parent may observe changes in their child's behaviour at home which they can report to the school. Their child may:

- have trouble getting out of bed
- not want to go to school
- change their method or route to school or become frightened of walking to school
- change their sleeping or eating patterns
- have frequent tears, anger, mood swings and anxiety
- have unexplained bruises, cuts and scratches
- have stomach aches or unexplained pain
- have missing or damaged belongings or clothes
- ask for extra pocket money or food
- arrive home hungry
- show an unwillingness to discuss, or secrecy about, their online communication.

(Anti bullying alliance)

The type of behaviour that might be an indication of bullying includes

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc; and
- wanting to leave for school much earlier than necessary or returning home late.
-

Appendix 3 *Resources that can be used:*



Bullying UK, part of Family Lives, is a leading charity providing advice and support to anyone affected by **bullying**. This could be bullying at school, work, advice for parents, cyber bullying and so much more....

Bullying.co.uk



Bullying affects over one million young people every year, and anyone can be bullied. Here's what you can do if you're being bullied. [Young minds](http://Youngminds.org)

Bullying and cyberbullying

If you or someone you know is being bullied we're here to help.

Try our tips below or find out how to help a friend.

- [What is bullying?](#)
- [Dealing with bullying](#)
- [Can I talk to the police?](#)
- [Taking care of your mental health](#)
- [Supporting someone who's being bullied](#)
- [Help if you're bullying someone](#)
 - [Childline](#)



Online blackmail education resource for 15-18 year olds



Online blackmail is a new education resource which aims to help young people identify key characteristics of how blackmail manifests online, understand the impact it can have, and how they access help if they experience it.

The term 'online blackmail' is used to refer to the act of threatening to share information about an individual (including sexual images or videos) to the public, or their friends and family, unless a demand is met.

Anyone can be targeted by online blackmailers, but as young people begin to become more financially independent, this can be a point of vulnerability which offenders seek to exploit.

[Click here](#)

+++++ **Appendix 4 *KiVa Contract and Flowchart:***

Ysgol Eirias KiVa Contract

Bullying is intentionally and repeatedly causing distress or harm to the same individual which may include: intimidation, ridicule, extortion, verbal or physical threats or actions, use of technology (Cyberbullying). In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties.

KiVa at Ysgol Eirias strives to prevent bullying by establishing a safe, positive and empathetic school culture. In addition, we have a clear and robust process to effectively deal with any incidents of bullying within school. Please read the following information carefully which provides details of learners rights and the discipline procedure regarding bullying.

All learners at Ysgol Eirias have a right to the following:

- A safe, positive, and empathetic school environment where you are free from bullying, threats, and harassment, either physical or emotional.
- To submit a verbal or written complaint of conduct you feel might be considered bullying to a Teacher or KiVa Team Member.

The discipline procedure for bullying is as follows:

1st Offence: Investigation by Form Tutor, Head of Learning or KiVa Team Member. A verbal warning given and parents/guardians contacted. Sanction may be given.

2nd Offence: Sanction applied and parent/guardian required to attend a meeting.

3rd Offence: Severe sanction and further meeting with parents/guardians and a member of the Leadership Group to discuss steps moving forward. Note: A fixed term exclusion would constitute a severe sanction.

Please be aware that all learners in a group are equally at fault for bullying. If you have friends who you believe are taking part in bullying, you must immediately remove yourself from the situation and report it.

By signing this, you are acknowledging that you understand 1) what bullying and cyberbullying is; 2) the possible consequences associated with bullying others.

Student Name

Date

Teacher

Parent Signature

Date



Bullying is intentionally and repeatedly causing distress or harm to the same individual which may include:

Intimidation, ridicule, extortion, verbal or physical threats or actions, use of technology (Cyberbullying)

In addition, it is difficult for the bullied children to defend themselves. This refers to the power imbalance between the parties.



KIVA REFERRAL FORM COMPLETED BY
MEMBER OF STAFF AND PLACED IN HOL
PIGEON HOLE AFTER INITIAL INVESTIGATION
AND DEEMING THE ACTIONS TO BE
BULLYING.

HOL DETERMINES IF THERE IS A NEED FOR INTERVENTION

YES

- HOL to speak with victim and perpetrator separately to mediate the situation.
- HOL to contact parents/carers and apply sanctions if necessary.

NO

- Incident to be dealt with via Teacher/ Faculty following standard behaviour procedures.
- Ensure incident is recorded on Sims/ Talaxy.
- Apply sanctions where necessary.

STAGE 1

- HOL to contact parents/ carers
- Pupils to sign KiVa contract
- HOL to refer pupil to AJN for intervention work

STAGE 2

- HOL to meet with parents/ carers
- Sanction applied to perpetrator

STAGE 3

- Meeting required by parents/ carers with Leadership Group
- Severe sanction