



Emerald Place Clinic School

Anti-bullying Policy

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Statement of intent

Emerald Place Clinic School 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, e.g. 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. At Emerald Place Clinic School (EPCS), we believe that every student has the right to learn, the right to respect and the right to safety.

We expect all staff and young people to behave in a way that maximises learning and enjoyment for all students regardless of differences due to: disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. (Equality Act 2010.)

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 (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) '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:

- Admissions Exclusions and Discipline Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy

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+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

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)- *see Appendix 10*

Racist bullying: Bullying another person based on their ethnic background 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.

Roles and responsibilities

The governing board/Director of Education 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 all governors are appropriately trained regarding safeguarding and child protection at induction.
- 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.
- Ensuring the DSL/DDSL has the appropriate status and authority within the school to carry out the duties of the role.
- 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.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

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 [Bullying Report Form \(Appendix 2: Form 1\)](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

The Deputy Headteacher is responsible for:

- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

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/Hospital Staff are responsible for:

- Informing the deputy headteacher or key worker if they have any concerns that the child is the victim of bullying or involving in bullying in anyway.
- Being watchful of the pupil'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.

Statutory requirements

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

- Eliminate unlawful discrimination, harassment, including sexual 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 school 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.

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

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 PSHE curriculum.

The curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

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 various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

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 a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable will meet with their key worker or Deputy Headteacher on a weekly basis, where appropriate, to ensure any problems can be actioned quickly. The key worker or Deputy

Headteacher will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

RESPONDING TO BULLYING INCIDENTS

At Emerald Place Clinic School, we recognise that if bullying is to be dealt with effectively **all** staff need to take the appropriate action to ensure the victim is supported and the bully is challenged. The bullying behaviour or threats of bullying will be carefully investigated, and the bullying stopped quickly. In serious cases parents will be informed and may be invited to a meeting to discuss the problem. Once the full facts are known, the precise response to any particular incident will depend on a variety of factors, including its severity and character, the age of the pupils concerned, and the previous behaviour of the perpetrator. In most cases, there will be key elements to our response:

- a) The bully will learn that her actions have consequences. Appropriate sanctions may be imposed, depending on the individual circumstances of the case, in accordance with our Discipline and Behaviour Policy. In the most serious cases, suspension or even exclusion may be considered.
- b) The young people concerned will, if possible, be reconciled. The bully will be expected to apologise and, in cases of theft or damage to property, where possible make restitution.
- c) All young people concerned will be offered support. The victim will be helped to regain their confidence and be reassured that what has happened was not their fault. The perpetrator will be helped to understand the distress they have caused and guided towards learning better ways to handle interpersonal relationships.
- d) The behaviour of the bully will be monitored, so that any repetition of bullying can be swiftly dealt with and improvements reinforced.
- e) If there is evidence that a child is suffering or likely to suffer significant harm, the bullying incident should be treated as a Child Protection Issue and reported to the Designated Safeguarding Lead.
- f) If there is evidence that the incident is of such gravity that a criminal offence may have been committed, such as a threat to harm or public defamation, it may be necessary to contact Children's Services or the Police.

Record keeping

Recommended procedures for recording, responding to all alleged or witnessed bullying incidents

Flowchart (**Appendix 1**) of the recommended procedure to follow to report of an alleged bullying incident and follow up actions

Form 1: In cases of serious bullying, the incidents will be recorded on the Bullying report (*Appendix 2*) and tracked in the bullying log (*Appendix 11*). The log is confidential, and a full picture of related incidents can be seen. The following information should be recorded:

- a) The names of the pupils involved or alleged to have been involved in the incident.

- b) Where and when the incident happened or was alleged to have happened.
- c) What happened or was alleged to have happened.
- d) What action was taken.
- e) How it was followed up.
- f) The school will review bullying incidents termly (if there are new instances arising) or annually through a panel of relevant staff to determine any patterns and/or the effectiveness of the remedial action.
1. Form 2: Initial investigation into allegation of bullying
This form requires a report number, and this number will be recorded on each form used that is associated with this incident.
The form also requires:
- details of person completing the form
 - details of person reporting the alleged incident
 - how the referral was made
 - name and age of the child who was targeted and the child who engaged in negative behaviour
 - the reported account of the incident
 - Initial Information gathered
 - Initial action taken
 - Identified factors to determine bullying
 - the focus of the bullying behaviour
 - Initial support offered
 - confirmation if the incident was a bullying incident or not
2. Form 2a: Initial investigation into allegation of bullying additional information sheet
Form 2a supports Form 2 should you require additional space to:
- record the reported account
 - record additional details gathered
 - record additional action taken to date
3. Form 2b: Supportive script for initial investigation into an alleged incident
Form 2b offers questions to ask all involved to investigate the allegation.
Using this template will also ensure that all children are:
- not being blamed or labelled
 - being treated equally

4. Form 3: Confirmed bullying report form

If it is confirmed on Form 2 that bullying was identified, then Form 3 will be completed. The form requires:

- the focus of the bullying
- manifestation of the bullying
- additional details of target(s) and the child(s) who bullied
- a more in-depth description of what happened
- all action taken so far from the investigation
- recording of all school staff, support professionals, parents/carers who have been notified or are involved
- dates of when follow up monitoring sessions are carried out to assess the health of the children's on-going relationships

5. Form 3a: Confirmed bullying report form additional information sheet

Form 3a supports Form 3 should you require additional space to:

- record the incident
- record additional action taken
- record more detail of the monitoring dates

6. Form 3b: Restorative questions in response to challenging behaviour and restorative questions when someone has been harmed

The restorative questions can be used to repair the harm that the incident caused by letting the children reflect on the impact their actions had on others. These questions can form the start of a mediation session.

7. Form 4a: Support provided for targeted child

Form 4a is for recording the support offered to the target child and recording of their general wellbeing post incident. The form requires:

- the support that was offered and if it was accepted
- the impact monitoring post incident
- further action taken

8. Form 4b: Support provided for child who bullied

Form 4b is for recording the support offered to the child who bullied and recording of their general wellbeing post incident. The form requires:

- what sanctions were administered
- the support that was offered and if it was accepted

- the impact monitoring post incident
- further action taken

9. Form 5: Confirmed bullying incident reporting form

Form 5 should be kept safe and if requested, sent to the Local Authority (LA). The form includes the protected characteristics for schools from the Equality Act 2010 and also other elements that can cause a child to be bullied. The form requires:

- the focus or focuses of the bullying
- how the bullying was carried out
- the dynamics of those involved
- was the incident on the school premises or in the community

Quality Assurance and Impact

Any incidence of bullying and the outcomes will be reported to the Management Committee at the regular MC meeting.

The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

Signs of bullying

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 schoolwork
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- 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 notify the pupil's key worker or deputy Headteacher, who will investigate the matter and monitor the situation.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

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.

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.

Cyberbullying (Appendix 10)

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, e.g. Facebook

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 or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone

- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

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 deputy headteacher or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

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.

Procedures

Minor incidents will be reported to the victim's key worker, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the deputy headteacher in writing of the incident and outcome.

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, including electronic communication
- If a pupil is injured, staff will seek support from the hospital team.
- 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 deputy 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.

Consequences:

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. In serious cases parents will be informed and may be invited to a meeting to discuss the problem. Once the full facts are known, the precise response to any particular incident will depend on a variety of factors, including its severity and character, the age of the pupils concerned, and the previous behaviour of the perpetrator. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. educated away from peers and future sanctions if the bullying continues. Parents will be updated on the actions taken.

If possible, the Deputy 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.

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, as young people with criminal records face stigma and discrimination in future aspects of their lives. 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 Deputy Headteacher informally monitors the pupils involved over the next **half-term**.

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 seek support from the hospital team to help the young person to improve their emotional literacy skills.

Support

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

- Emotional support and reassurance from the school counsellor
- 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 deputy headteacher and 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 classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

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.

Follow-up support

The progress of both the perpetrator and the victim will be monitored by their key worker. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents **one month** after the incident.

Pupils who have been bullied will be offered continuous support. The DSL or DDSL will hold a formal meeting, on a **monthly** basis, to check whether the bullying has stopped – these formal meetings will continue to take place **once a month** until the head of year and victim are confident the bullying has stopped. 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

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL/DDSL will, if necessary, refer the victim of bullying to CAMHS.

Appendix 1-Recommended procedures for responding to all alleged or witnessed bullying incidents

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident- Complete Form 1



Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved.

Form 2 should be completed and a sequential report number recorded on it. This report number must be recorded on all forms used in relation to this incident. **Form 2b** should be used to investigate the incident which will also provide a log of the evidence identified.



Staff should look for evidence that the behaviour:

- has occurred before or by its nature has caused repeated experience or the fear of it
e.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

and consider

- whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed



Hurtful behaviour has occurred, but it was not identified as bullying

Further action staff should take:

- Ensure Form 2 has been completed fully
- Identify any harm caused with Form 3b
- Provide support if required to all involved and record on Form 4a & 4b
- Inform parents/carers of the pupils involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary
- Consider the appropriateness of informing the police

Evidence of bullying is found

Further action staff should take:

- Complete **Form 3**
- Identify any harm caused with **Form 3b**
- Provide support to those involved and record on **Form 4a** for targeted child and **Form 4b** for the child who bullied
- Inform parents/carers of those involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary and complete **Form 5** to inform the local authority
- Consider the appropriateness of informing the police

Appendix 2 -Bullying report

Form 1

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident	
Name of pupil being bullied	
Year group	
Form group	
How may we contact you? (please circle)	
At school	At home
Home address	
Email	
Telephone	

Incident details
What happened?
Where did the incident take place?



When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?

Appendix 3: Report number:
Initial Investigation into allegation of bullying

FORM 2

Completed by:

Position:

Date:

Reported by:

Role:

Date:

Form of referral:

Verbal Report

Phone Call

Letter

Email

Child(s) name(s) alleged to be experiencing bullying behaviour	Age

Child(s) name(s) alleged to be engaging in bullying behaviour	Age

Reported account:

Details gathered to date: (use Form1b to interview all involved)

(use Form 1a if required)

Action taken to date: (please tick relevant boxes)

- | | | | |
|--------------------------|---|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Checked for earlier incidents involving same pupils | <input type="checkbox"/> | Notified class teacher |
| <input type="checkbox"/> | Individual discussions with pupils involved | <input type="checkbox"/> | Group discussion with pupils involved |
| <input type="checkbox"/> | Discussion of incident with peers/class | <input type="checkbox"/> | Restorative intervention |
| <input type="checkbox"/> | On-going support/monitoring from staff | <input type="checkbox"/> | Details of action agreed with pupils |
| <input type="checkbox"/> | Applied sanctions | <input type="checkbox"/> | Parent letter/meeting |

Any additional action taken?

(use Form 2a if required)

Factors to help determine if incident constitutes bullying

- Incident was bullying if all 3 warnings below are confirmed
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

- Incident was not bullying on this occasion because it was:
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand
 - activities that all parties have consented to and enjoyed (check for coercion)

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		



Family circumstance (e.g., caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Details of any support given:

Counselling
 None offered
 Other, please specify:

Peer support
 None – offered but refused

Referral to external agencies
 Referral to CAHMS

Was alleged bullying confirmed? (please see overleaf)	*Yes	No	Insufficient evidence
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* If yes, please log details on Form 2 Confirmed bullying report form

Appendix 3: Report number

FORM 2a

Initial Investigation into allegation of bullying additional information sheet

Continued reported account: (please see Form 1 with corresponding Report number)

Additional details gathered to date: (please see Form 1 with corresponding Report number)

Additional action taken to date: (please see Form 1 with corresponding Report number)

SUPPORTIVE SCRIPT FOR INITIAL INVESTIGATION INTO AN ALLEGED INCIDENT

1. Describe what happened?

2. Exactly where and when did the incident take place?

3. Were there any other young people around at the time, if so, who?

4. Was there an adult around at the time, if so, who?

5. Do you know the names of the people who were involved?

6. What were you doing before the incident took place?

7. Can you remember exactly what happened or what was said?

8. What happened next?

9. Has this happened before?

10. What would you like to happen now?

Child's name:

Completed by:

Date:

Appendix 4: Report number:
Confirmed bullying report form

FORM 3

For each incident, please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g., caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- **adults as targets or perpetrator’s (At) or (Ap)**
- **perpetrators from outside the school community (O)**
- **children who are in care (CIC) or who have Special Educational Needs (SEN)**

Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)

4. Description of incident(s): Please give a precise account including dates, times, places and any witnesses.
Attach any further information (e.g. pupils accounts, witness statements, notes of meetings)

(use Form 3a if required)

5. Action taken: Please record all steps (including meetings, letters, investigations, sanctions)

(use Form 3a if required)

6. Summary of those notified and/or involved

	?	Any details (e.g., dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
CAF initiated		
Local Authority informed		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Complete Form 2a with details of monitoring progress if needed

Appendix 5: Report number

FORM 3a

Confirmed bullying form additional information sheet

Continued description of incident: (please see Form 2 with corresponding Report number)

Additional action taken: (please see Form 2 with corresponding Report number)

Monitoring progress: Date1:

Date2:

Date3:



Appendix 6a: Report number:
Restorative Questions in Response to Challenging Behaviour

Form 3b

Name: _____

Date: _____

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?

Staff name: _____

Date: _____



Appendix 6b: Report number:
Restorative Questions when someone has been harmed

Form 3b

Name: _____

Date: _____

1. Describe what happened?

2. What did you think when you realised what had happened?

3. What impact has this incident had on you?

4. Do you think this incident impacted on others and if so who?

5. What has been the hardest thing for you over this incident?

6. What do you think needs to happen to make things right?

7. How can the items above be implemented and by whom?

Staff name: _____

Date: _____

Appendix 7: Report number:
Support provided for targeted child

Form 4a

(Priority should be given to taking steps to ensure bullied children continue to attend)

<p>Support provided:</p>	<p>Separate on-site provision</p> <p>Regular contact with chosen member of staff</p> <p>Restorative process</p> <p>Empowerment education (Resilience training)</p> <p>Pastoral team support</p> <p>Formal counselling</p> <p>Parental meetings</p> <p>CAF</p> <p>CAHMS</p> <p>Other</p>
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Post-incident impact monitoring and further action

Has the relationship been repaired?
Has achievement/ability to learn been affected? *
Has there been a change in the pattern of attendance?
Any change in social issues?
Any change in mental or emotional state?
How was the partnership with the parents/carers?
Does the target feel safe at school?
Does the target feel safe on journeys to and from school?
Does the target feel safe while online?

***N.B If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.**



Member of staff completing this form:

Name:

Date:

Appendix 8: Report number:
Support provided for child who bullied

FORM 4b

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

<p>Action taken & support provided:</p>	<p>Separate on-site provision</p> <p>Regular contact with chosen member of staff</p> <p>Restorative process</p> <p>Corrective education</p> <p>Removal to a different teaching group/form</p> <p>Pastoral team support</p> <p>Formal counselling</p> <p>Parental meetings</p> <p>CAF</p> <p>CAHMS</p> <p>Sanction</p> <p>Other</p>
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Post-incident impact monitoring and further action

<p>Has the relationship been repaired?</p>
<p>Has achievement/ability to learn been affected? *</p>
<p>Has there been a change in the pattern of attendance?</p>
<p>Any change in social issues?</p>
<p>Any change in mental or emotional state?</p>
<p>How was the partnership with the parents/carers?</p>
<p>As there been any signs of remorse?</p>
<p>Any other relevant information?</p>

Appendix 9: Confirmed Bullying Incident Reporting

FORM 5

1. Focus of bullying behaviour

Please tick all elements which apply in your investigation of the incident(s)

Age/ Maturity		Gender	
Appearance		Transphobia/Gender identity	
Size/weight		Homophobia/sexuality	
Class/Socio-economic		Sexualised	
Family circumstance		SEN and Disability	
Ethnicity/Race		Ability/application	
Religion/Belief		Other	

2. Manifestations of bullying

(tick all those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti, or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved

(tick all those that apply)

Individual pupil against individual pupil		Child in care - target	
Group against individuals		Child in care - perpetrator	
Group against group		SEN - target	
Adult - target		SEN - perpetrator	
Adult - perpetrator			

4. Time of incident

In school time	
Out of school hours	

5. REPORT NUMBER

(Report number incident relates to)

Date form submitted

Name of school

Appendix 10- CYBER-BULLYING

Cyber bullying is the sending or posting of harmful or cruel text or images using the internet or other digital communication devices. We define cyber bullying as *‘an aggressive, intentional act carried out by a group or individual using electronic forms of contact against a victim who cannot easily defend him/herself’*.

Cyber bullying is a ‘method’ of bullying. It can be used to carry out all the different ‘types’ of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the ‘virtual’ bullying. Technology can be used both positively and negatively. The table below gives examples of a range of Technologies and how they can be used.

Technology	Great for:	Examples of misuse:	Possible action for the person being bullied:
Mobile Phone	<p>Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails.</p> <p>Useful in emergency situations</p> <p>and for allowing children a greater sense of independence.</p>	<p>Sending nasty calls or text messages, including threats, intimidation, and harassment.</p> <p>Taking and sharing humiliating images.</p> <p>Videoing other people being harassed and sending these to other phones or internet sites.</p>	<p>They should keep/save any messages, whether voice, image or text. Unfortunately forwarding messages, e.g. to a teacher’s phone, can result in loss of information from the original message, such as the sender's phone number. This should be discouraged since it could also be viewed as being part of the bullying process.</p>
Instant Messenger (IM)	<p>Text or voice chatting live with friends online. A quick and effective way of keeping in touch even while working on other things.</p>	<p>Sending nasty messages or content.</p> <p>Using someone else’s account to forward rude or mean messages via their contacts list.</p>	<p>Some services allow the user to record all conversations. The user could also copy and paste, and save and print these. Copied and pasted conversations can be edited so are less useful as evidence to the service provider or the police. Conversations recorded /archived by the IM service are better for evidence here. Conversations can also be printed out in hard copy or sections can be saved as a screengrab.</p>

<p>Chat rooms and message boards</p>	<p>Groups of people around the world can text or voice chat live about common interests. For young people, this can be an easy way to meet new people and explore issues which they are too shy to talk about in person.</p>	<p>Sending nasty or threatening anonymous messages.</p> <p>Groups of people deciding to pick on or ignore individuals.</p> <p>Making friends under false pretences – people pretending to be someone they’re not in order to get personal information that they can misuse in a range of ways – e.g. by spreading secrets or blackmailing.</p>	<p>Print the page or produce a screengrab of the page. To copy what is on the screen, press Control and Print Screenshot, then paste into a word-processing document.</p>
<p>Email</p>	<p>Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.</p>	<p>Sending nasty or threatening messages. Forwarding unsuitable content including images and video clips, or sending computer viruses.</p> <p>Accessing someone else’s account, e.g. to forward personal emails or delete emails.</p>	<p>The person being bullied should print the email and forward the message on to the staff member investigating the incident. They should be encouraged to forward and save any subsequent messages. Preserving the whole message, not just the text, is more useful as this will contain 'headers' (information about the source of the message).</p>
<p>Webcams</p>	<p>Taking pictures or recording messages. Being able to see and talk to someone live on your computer screen. Bringing far-off places to life or video conferencing.</p>	<p>Making and sending inappropriate content. (Sexting.)</p> <p>Persuading or threatening young people to act in inappropriate ways. Using inappropriate recordings to manipulate young people.</p>	<p>Use the ‘Report abuse’ button that usually is provided by most social networking services. Girls and parents can use the CEOP panic button to report threatening or abusive contact made online.</p> <p>A note about images:</p> <p>It is important to ascertain if any images used might be illegal or raise child protection concerns. In the UK, it is illegal to produce, circulate or possess indecent or</p>

			<p>sexual images of children (defined as people under the age of 18). These include images that children have taken of themselves or their friends, e.g. using a mobile phone.</p> <p>Contact:</p> <p>Internet Watch Foundation if the images are internet content.</p> <p>The local police if illegal images of a child have been taken and circulated.</p> <p>Similarly, if there is a recording of a crime, e.g. assault on another child, contact the local police.</p> <p>If the images are not illegal or of an illegal act, then the school can take steps to try to contain the incident.</p>
<p>Social Networking Sites</p>	<p>Socialising with your friends and making new ones within online communities.</p> <p>Allowing young people to be creative online, even publishing online music, personalising homepages and profiles and creating and uploading content.</p>	<p>Posting nasty comments or humiliating images/ videos.</p> <p>Accessing another person's account details and sending unpleasant messages, deleting information or making private information public.</p> <p>Groups of people picking on individuals by excluding them. Creating fake profiles to pretend to be someone else, e.g. to bully, harass or get the person into trouble.</p>	<p>On social networking sites, video hosting sites, or other websites, keep the site link, print page or produce a screengrab of the page and save it. To take a copy of what appears on the screen, press Control and Print Screen, and then paste this into a word processing document.</p>
<p>Video hosting</p>	<p>Accessing useful educational, entertaining and original</p>	<p>Posting embarrassing, humiliating film of someone.</p>	<p>As for Social Networking</p>



sites	creative video content and uploading your own.		
Virtual Learning (VLE's)	Home school site, available from BCS, set up for tracking and recording student assignments, tests and activities.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments.	Follow the School's policy for students on Internet and e-safety use and any of the appropriate actions mentioned above.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area. Virtual worlds let users design their own avatars – a figure that represents them in the virtual world.	Name-calling, making abusive / derogatory remarks. Players may pick on weaker or less experienced users, repeatedly killing their characters. Forwarding unwanted messages to other devices in the immediate vicinity.	

By nature of the changes in technologies and laws around their use, we recognise that the information mentioned in the above chart might change before this policy is due to be updated. We will follow the most up-to-date information accordingly.

Appendix 11: Emerald Place Bullying Log (For SLT use Only)

Date and time	Type of Bullying	Description of incident: <ul style="list-style-type: none"> • Where did it happen? • what happened? <ul style="list-style-type: none"> • who did it? • who saw it? 	Actions	Follow Up? End Result
	<p>Tick as Appropriate</p> <ul style="list-style-type: none"> • Verbal – name calling, insulting, teasing, mocking. <input type="checkbox"/> • Physical – pushing, hitting, kicking, damage to belongings. <input type="checkbox"/> • Indirect – spreading negative/insulting/derogatory stories, exclusion from friendship group. <input type="checkbox"/> • Conditional friendship – where a pupil thinks someone is their friend, but times of friendliness are alternated with bullying. <input type="checkbox"/> • Exploitative bullying – where features of a pupil’s condition can be used to bully them. <input type="checkbox"/> • Manipulative bullying – where a pupil’s behaviour is being controlled. <input type="checkbox"/> • Cyberbullying – negative/insulting texts, sharing photos, instant messaging, Facebook and other social networks, including online gaming. <input type="checkbox"/> 			

	<p>Tick as Appropriate</p> <ul style="list-style-type: none"> • Verbal – name calling, insulting, teasing, mocking. <input type="checkbox"/> • Physical – pushing, hitting, kicking, damage to belongings. <input type="checkbox"/> • Indirect – spreading negative/insulting/derogatory stories, exclusion from friendship group. <input type="checkbox"/> • Conditional friendship – where a pupil thinks someone is their friend, but times of friendliness are alternated with bullying. <input type="checkbox"/> • Exploitative bullying – where features of a pupil’s condition can be used to bully them. <input type="checkbox"/> • Manipulative bullying – where a pupil’s behaviour is being controlled. <input type="checkbox"/> • Cyberbullying – negative/insulting texts, sharing photos, instant messaging, Facebook and other social networks, including online gaming. <input type="checkbox"/> 			
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