



**HERITAGE
ACADEMY**

Anti-Bullying Strategy

'A Muslim is one whom other people are safe from their tongue and their hand.'

(Bukhari)

Written/ updated: September 2026 Reviewed:	Next Review: September 2027 (or sooner if required)
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This policy should be read in conjunction with our:

Equal Opportunities Policy
Curriculum Policy
Safeguarding and Child Protection Policy
Behaviour Policy
ICT Acceptable Use Agreement
Online Safety Policy

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1. Introduction

Heritage Academy's anti-bullying policy and practice operates with due regard for the most recent legislation and guidance in the Education Reform Act (1988); Equality Act (2010); DfE Preventing and Tackling Bullying (2017) and Keeping Children Safe in Education (2026).

The Heritage Academy anti-bullying policy is written in line with the most recent guidance on equality, the rights of the child, safeguarding, behaviour, education and Islamic guidance.

Heritage Academy is required by the Education and Inspections Act 2006 to formulate a behaviour policy, which must include the prevention of bullying. An organisation's anti-bullying policy should:

- state the agreed definition of bullying;
- cover all forms of bullying;
- include a full range of preventative strategies and interventions;
- apply to all those involved in schools– students and adults alike;
- have clear links with other policies, particularly behaviour policies;
- show clearly how the school monitors bullying, analyses results and uses data to change practice.

Heritage Academy believes that all forms of bullying are unacceptable and should not be tolerated. We want all children to be safe and feel safe from bullying and all forms of discrimination. We want everyone who works with children to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

2. What is Bullying

The definition of bullying that Heritage Academy adopts is the 'Anti-Bullying Alliance' definition of bullying 'as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying>

Bullying Behaviour can take many forms, including:

- discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about an individual or group of people, including sexism, misogyny and misandry, verbal name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule;
- Harmful sexual behaviour (HSB) exists on a continuum from inappropriate sexual behaviour through to sexual violence. HSB can include:
 - Using sexually explicit words and phrases
 - Inappropriate touching
 - Using sexual violence or threats
 - Sharing or threatening to share nude or semi-nude images

Not all HSB is abusive or bullying in nature, and some may be developmentally appropriate. However, all incidents of HSB will be taken seriously and responded to appropriately. Staff will consider:

- The ages and developmental stages of the children involved
- Whether the behaviour is age-appropriate or involves an imbalance of power
- Whether the behaviour is consensual
- The context and circumstances of the behaviour

All incidents of HSB will be reported to the DSL, who will assess whether the behaviour constitutes bullying, peer-on-peer abuse, or requires a safeguarding response

- physical unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons, social humiliation through exclusion or rejection by a peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor;
- cyber bullying via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips ('happy slapping'), chat rooms, instant messages or posting on websites or message boards;

- non-verbal staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games;
- provocative inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school's site;
- other: extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse.

Sexual harassment and sexual violence can be forms of bullying and child-on-child abuse.

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline, including:

- Sexual comments, jokes or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with their clothes, or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages (including on social media), and sexual exploitation, coercion and threats

Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

All incidents of sexual harassment and sexual violence will be treated as safeguarding matters and will be dealt with immediately in line with our Safeguarding and Child Protection Policy. The Designated Safeguarding Lead (DSL) must be notified immediately of any such incidents.

Sexism, misogyny (prejudice against women and girls) and misandry (prejudice against men and boys) are forms of discriminatory bullying based on a person's sex or gender.

This can include:

- Derogatory comments, jokes or name-calling based on someone's sex or gender
- Unwanted sexual comments or attention
- Assumptions about what someone can or cannot do based on their sex or gender

- Excluding or treating someone differently because of their sex or gender
- Online harassment based on sex or gender, including on social media

Heritage Academy has a zero-tolerance approach to sexism, misogyny and misandry. All incidents will be taken seriously, investigated thoroughly, and dealt with in line with our Behaviour, Rewards and Sanctions Policy. The Designated Safeguarding Lead will be informed of all such incidents.

This zero-tolerance approach is underpinned by our planned programme of Relationships and Sex Education (RSE), which is delivered regularly and tackles issues such as boundaries, consent, stereotyping, healthy relationships, and respect for all

Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. Nor does a falling out between friends constitute bullying, although bullying may result from this.

Incidents of bullying will be addressed in line with Heritage Academy's Behaviour, Rewards and Sanctions Policy and the Safeguarding and Child Protection Policy. The latest version of Keeping Children Safe in Education and related guidance, should be considered when identifying, responding to and monitoring of any instances of bullying. Reports and instances of bullying are logged and monitored at Heritage Academy within the Behaviour, Sanctions and Rewards monitoring system.

All incidents of bullying will be recorded at Heritage Academy. Information on bullying is monitored to inform evaluation of provision, support and intervention.

3. Cyber Bullying

Cyber bullying relates to the use of online environments, the internet, mobile phones and any form of electronic communication system as a vehicle for bullying type activities. Cyber bullying can be in the form of direct address to the individual(s) being targeted and/or indirect where electronic systems are used to disseminate to a wider audience other images of/messages about the individual(s) concerned.

Heritage Academy provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination. Heritage Academy will not tolerate acts of cyber bullying. All incidents of cyber bullying will be

dealt with in line with the school behaviour policy and parents/guardians will be informed immediately.

Making or Sharing of Nudes or Semi-Nudes (Youth-Produced Sexual Imagery)

The making or sharing of nudes or semi-nudes (also known as 'sexting' or 'youth-produced sexual imagery') is a specific form of cyber bullying and peer-on-peer abuse. This includes images that are:

- Consensually or non-consensually shared
- Digitally altered or wholly generated by artificial intelligence (e.g., deepfakes)

All incidents involving the making or sharing of nudes or semi-nudes will be treated as safeguarding matters requiring an immediate response. The Designated Safeguarding Lead (DSL) must be notified immediately of any such incidents.

Heritage Academy has a zero-tolerance approach to the making or sharing of nudes or semi-nudes. Such behaviour will be dealt with in line with our Behaviour, Rewards and Sanctions Policy and our Safeguarding and Child Protection Policy. Depending on the severity and circumstances, this may result in exclusion and/or referral to external agencies including police and children's social care.

Students and parents should refer to our Online Safety Policy and ICT Acceptable Use Policy for further information on staying safe online

4. Racist Bullying

Racist bullying relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person's colour, descent, national or ethnic origin, migrant status or religion. It includes Islamophobia and anti-Semitism. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people. The Stephen Lawrence Inquiry Report, (2006) defines racism as "... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form". Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

The Education Reform Act (1988) requires schools to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their school.

Heritage Academy provides an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about race.

Heritage Academy will not tolerate any act of racism towards any member of the school's community. All incidents of racist bullying will be dealt with at the school in line with our Behaviour, Rewards and Sanctions Policy, as with all instances of bullying.

5. LGBT Bullying

Children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

LGBT bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or transgender people (LGBT), or against those perceived to be lesbian, gay, bisexual or transgender. It can also be targeted towards students who are seen to be "different" in some other way, for example, because they may be considered shy by other students. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all students, regardless of their sexuality. The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

The Education Reform Act (1988) requires schools "to ensure that no unlawful discrimination takes place in their school. Heritage Academy will provide an education and working environment in which all participants are equal and fairly treated. We foster a climate of respect for cultural diversity, of flexibility and acceptance with regard to cultural difference, creating an environment free from discrimination on the basis of perceptions about sexual orientation.

Heritage Academy will not tolerate any act of homophobia towards any member of the school community. All incidents of homophobia will be dealt with at the school in line with our Behaviour, Rewards and Sanctions Policy, as with all instances of bullying.

6. Disability and SEN-Related Bullying

Children with special educational needs and/or disabilities (SEND) can be particularly vulnerable to bullying. Disability-related bullying includes:

- Bullying related to a child's physical disability, learning difficulty, or medical condition
- Name-calling, teasing or mocking related to a child's disability or SEN
- Excluding a child because of their disability or SEN
- Physical bullying that targets a child's vulnerability

Heritage Academy is committed to creating an inclusive environment where all children feel safe and valued. We will:

- Ensure all staff are aware of which children have SEND and any specific vulnerabilities
- Provide appropriate support and reasonable adjustments for children with SEND
- Take swift action when disability-related bullying is reported
- Work with parents/carers and external agencies to support children who experience this form of bullying

All incidents of disability-related bullying will be recorded and dealt with in line with our Behaviour, Rewards and Sanctions Policy and our Equality Policy

6. How we will Prevent Bullying

This policy is to be used as a key vehicle for communicating and celebrating the anti-bullying stance of Heritage Academy with students, parents and the wider community. Heritage Academy incorporates the Anti-Bullying Policy into form time, PSHE, and all school staff training as well as taking on board other opportunities to raise awareness e.g. Anti-Bullying Week and targeted group work.

This policy is shared with all staff, students, and parents, at their respective points of contact with the school.

Heritage Academy takes a zero-tolerance stance on all forms of bullying and discriminatory language.

Heritage Academy promotes a climate of openness, trust, and support and for ensuring that all students in the school are aware both of their rights and their responsibilities with respect to bullying. This will take place primarily through:

- the induction programme;
- PSHE lessons;
- Student Council;
- displays around school;
- ICT Acceptable Use Policy.

One of the most effective ways of preventing bullying is through the curriculum by creating effective learning environments in which:

- the contribution of all students is valued;
- all students can feel secure and are able to contribute appropriately;
- stereotypical views are challenged, and students learn to appreciate and view positively;
- there is a mobile phone-free environment, which helps prevent cyber bullying during the school day

In order to prevent bullying and harassment Heritage Academy will:

- raise awareness of the school's anti-bullying policy amongst parents/ guardians;
- raise awareness and understanding of the school's anti-bullying policy amongst students;
- develop a whole school approach to dealing with bullying;
- develop a 'telling culture' amongst all students;
- always investigate and act when bullying incidents are reported;
- ensure that support is provided during and after incidents of bullying to all students involved in bullying;
- promote a culture where bullying is unacceptable and where 'telling' is the norm;
- ensure that effective and consistent intervention happens immediately when bullying occurs;

- model positive relationships and communication at all times with students and staff;
- engage students with the issue of bullying through the curriculum;
- be watchful of signs that an individual is being bullied.

7. Bullying Outside School Premises

Where bullying outside the Academy is reported to staff, it will be investigated and acted on “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, or outside the local shops.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police.

8. Staff Guidelines

In all cases of behaviour or bullying, staff can only discipline the student on school premises. The following are guidelines for staff on bullying:

- Leadership will make clear to parents of victims and perpetrators the action being taken, why we are taking the action and what the parents can do to help us and reinforce our actions.
- In dealing with the bully, staff should make it clear that their behaviour is unacceptable and also stress the serious consequences of repetition. However, staff should be careful not to ‘bully the bully.’
- Students must be made aware of who they can talk to in confidence and must know that information will be acted upon discretely and sensitively. Please see our Safeguarding and Child Protection Policy.
- Staff need to be aware of areas of the school where bullying might take place and be sensitive to the times and situations when it may occur.
- Tell students to report incidents or suspected incidents where bullying occurs to themselves or others to a staff member.

9. Parents Guidelines

- Raise awareness of bullying by reading this policy.
- Watch for signs of bullying in their child that could include one or more of the following:
 - lack of concentration on school work or poor performance at school;

- intermittent absence from the school;
 - reluctance to walk to or from school;
 - reluctance to talk about school;
 - not want to leave the house;
 - want to change schools;
 - become withdrawn, anxious or lacking in confidence;
 - lose or increase their appetite;
 - have possessions damaged or go missing;
 - bully other children or siblings;
 - be afraid to tell you what's wrong;
 - become clingy to their parent or guardian;
 - ask for or steal money regularly.
- take an active interest in their child's social life or group of friends;
 - advise their child to inform a staff member of any bullying incidents;
 - encourage their children not to retaliate;
 - work closely with the school to resolve issues of bullying.

10. General Anti-Bullying Practice: Expectations

Our anti-bullying policy will be reviewed annually in accordance with Department for Education guidance, or in response to an incident, or incidents that necessitate an immediate review.

Developing a whole school approach to preventing and intervening in incidents of bullying is the responsibility of everyone in the school community: staff, students and parents/ guardians.

Heritage Academy will make sure that everyone knows and understands the school's anti-bullying policy and how to apply it consistently. Preventative and intervention strategies for bullying behaviour are at the heart of Heritage Academy's Behaviour, Rewards and Sanctions Policy.

11. Developing Social and Emotional Learning

Helping students to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying. Social and emotional learning will be developed during PSHE education.

12. Developing a 'Telling' Culture

Research carried out for the Anti-Bullying Alliance found that students often did not ask for help to stop bullying where it occurs. Students who did not seek help gave a variety of reasons outlining why they had not done so, including:

- thinking it was none of their business;
- not wanting to be called a 'snitch';
- fear of being bullied themselves.

Boys are generally less likely to ask for help than girls. <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability/what-does-research-say>. Given this information, Heritage Academy is committed to develop a culture that:

- makes it clear that bullying is everyone's business, that telling someone when it does happen is an expectation and that this does not make them a 'snitch' or a 'grass'.
- reassures students that they will be taken seriously and kept safe if they tell someone about a problem with bullying.
- is supportive towards students when they tell someone by listening carefully.
- investigates appropriately, taking action, communicating regularly and offering longer-term support as necessary.
- gives students information about other sources of support.

Students may report an incident of bullying to any member of staff. A referral can be made at any time and is sent immediately to the relevant pastoral staff for investigation.

Investigating and Acting

We also know from a variety of research that some students experience times when they tell adults about incidents of bullying and feel that the incident is either ignored or dealt with inappropriately. All schools have a duty to safeguard students, so it is crucial that staff

investigate thoroughly when an incident of bullying comes to light, take appropriate action and keep those who reported it involved and informed.

13. Linking with the Local Community

Heritage Academy will work in partnership with the relevant Police Force and Panel (locally and regionally) and organisations such as Safer Community Partnerships in order to effectively engage with incidents of Anti-Social Behaviour, including bullying and prejudice-related incidents.

14. Collecting, Monitoring and Analysing Data

Data is vital in enabling the school to understand the nature and extent of any bullying taking place so that we can spot any new trends emerging and develop training and strategies to deal with them. Heritage Academy will regularly collect, monitor and analyse data about bullying to inform practice. In addition to quantitative data, Heritage Academy will find out from students how good we are at preventing bullying.

Results from data monitoring will make a significant contribution to the school's evaluation of its anti-bullying policy and practice.

Heritage Academy will specifically monitor and analyse:

- The number and types of bullying incidents reported
- Which groups of children are most affected by bullying (including by protected characteristics)
- Where and when bullying incidents occur
- The effectiveness of interventions and sanctions applied
- Patterns and trends over time

This data will be reviewed termly by the Senior Leadership Team and annually by the proprietor body. The findings will inform:

- Staff training needs
- Updates to the anti-bullying policy and procedures
- Targeted interventions for vulnerable groups
- Curriculum content (particularly PSHE and RSE)
- Improvements to supervision and monitoring in identified hotspots

Anonymous, aggregated data on bullying incidents and the school's response will be shared with parents and the wider school community annually.

There were 0 bullying incidents in the academic year 2025-2026.

15. Anti-bullying Procedures

The following procedures must be followed at all times when responding to incidents of bullying and/or discrimination:

Bullying Incident Reported

It can take courage for students to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Students may report bullying in person and using any online/ electronic reporting system the school runs. Adults receiving the information should show that they are listening; the student reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. At this stage it should be clearly established, using the definition of bullying, that the incident reported is one of bullying. The incident should then be referred immediately to the relevant senior staff for investigation.

Is there a Child Protection Concern?

All staff must be alert to whether there may be a safeguarding or child protection concern and follow the correct procedures if they think this is the case.

Incidents that must be treated as safeguarding matters include:

- Sexual harassment or sexual violence
- Making or sharing of nudes or semi-nudes
- Bullying that involves physical violence causing injury
- Bullying linked to exploitation (including criminal or sexual exploitation)
- Bullying that indicates a child may be at risk of significant harm

In all such cases, staff must immediately inform the Designated Safeguarding Lead (DSL) and follow the procedures set out in Heritage Academy's Safeguarding and Child Protection Policy. The DSL will assess whether a referral to children's social care or police is necessary.

For all other bullying incidents, staff should still consider whether there are any safeguarding concerns and consult with the DSL if unsure.

Investigate the Incident

Use the form: Record of Suspected Bullying Incident

The designated member of staff who is leading the investigation must inform the parents involved that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points. Where bullying occurs outside Heritage Academy, any other relevant schools or agencies (e.g. youth clubs, transport providers) must be informed about the concerns and the action taken. A clear account of the incident will be recorded in line with school procedures. Open questions should be used

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

Additional questions for specific types of bullying:

For cyber bullying:

- What platform or device was used?
- Are there screenshots or other evidence?
- Who else has seen the content?
- Has the content been shared or forwarded?

For sexual harassment or harmful sexual behaviour:

- Was the behaviour physical, verbal, or online?
- Was there any physical contact? If so, what type?
- Did anyone witness the incident?

- Has this happened before between these individuals?
- (Note: The DSL must be informed immediately and will lead the investigation for these incidents)

For prejudice-based bullying (racist, homophobic, disability-related, etc.):

- What language or behaviour was used?
- Was the bullying related to a protected characteristic?
- Has the perpetrator shown prejudice-based attitudes or behaviour before?
- Are there any wider safeguarding concerns?"

The interviewer will also summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

Inform the Senior staff

Once all information has been gathered a meeting should take place with relevant staff as per specific school procedures. A plan of action should then be determined. It is important that whatever response is chosen it is communicated to all those involved in or affected by the incident so that everybody is clear, and misunderstandings are avoided. All incidents of bullying and discrimination, including allegations that are not proven, will be recorded.

Plan and Take Action

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the Academy's data collection and monitoring processes. All incidents of bullying must be recorded. Heritage Academy's response to incidents of bullying will be unique to each and every situation. Responses will be in line with the Behaviour, Rewards and Sanctions Policy. Sanctions will be applied for anyone found to be involved in bullying in order to avoid the repetition of such behaviour. We will provide support for the victim and the bully.

Supporting Witnesses and Bystanders

Use the form: Record of Support given to witnesses/bystanders (if applicable)

Students who witness bullying can also be affected by it. Heritage Academy will:

- Acknowledge and thank students who report bullying
- Provide reassurance that they did the right thing
- Offer support if they have been affected by witnessing the incident
- Explain what action the school is taking (where appropriate)
- Reinforce that reporting bullying is everyone's responsibility

Where appropriate, we will also work with witnesses and bystanders to:

- Help them understand the impact of bullying
- Develop their skills in supporting peers who are being bullied
- Encourage them to be upstanders rather than bystanders in future

All support provided to witnesses and bystanders will be recorded

As Heritage Academy has a duty of care to the whole school community the Headteacher may decide that, following the outcome of evidence-based investigation that an incident of bullying should lead to a Fixed Term Exclusion. There may also be cases where the balance of probability is overwhelming so the Headteacher may decide to exclude a child for their own safety and the safety of others.

In cases of repeat incidents involving one individual student Fixed Term Exclusion will be an immediate sanction. In certain extreme cases the Headteacher may decide that an incident of bullying should lead to Permanent Exclusion.

Use the form: Record of Support given to the student who was bullied

Use the form: Record of Sanction given to the student who bullied

These forms will help us in our recording and evaluation of behavior and answer the questions: why did the child do it and what can we do to prevent it happening again? And what was done to support both the bully and the bullied?

16. Useful websites, contacts and reading

The following sources provide information, guidance and support regarding bullying, (including cyber bullying) and other issues relating to the safety of students.

Childline: provides a 24-hour helpline for young people experiencing any sort of problem including bullying. Childline also has specific resources on cyber bullying, sexual harassment, and online safety. The site also has a number of resources and publications, and the organisation also provides peer support training for schools. Tel: 0800 1111

www.childline.org.uk

Children's Legal Centre: gives advice for parents/guardians and professionals on a range of issues, including bullying. The organization has published a report, Bullying – a Guide to the Law. www.childrenslegalcentre.com

Department of Education: the Government provides guidance on preventing and tackling bullying, including cyber bullying and bullying related to protected characteristics. Key documents include:

- Preventing and Tackling Bullying (July 2017)
- Sexual violence and sexual harassment between children in schools and colleges (2021)
- Keeping Children Safe in Education
(2026) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

NSPCC Website: a national charity dedicated to ending all cruelty towards children. The site contains advice on a number of bullying-related topics including child protection and a survey of children on bullying carried out in 2015/16. The site signposts to other organisations.

<https://www.nspcc.org.uk/globalassets/documents/research-reports/what-children-are-telling-us-about-bullying-childline-bullying-report-2015-16.pdf>

www.nspcc.org.uk

Kidscape: this charity, which is committed to keeping children safe from abuse, provides information, resources for young people, parents/guardians and professionals.

www.kidscape.org.uk

NCH: the national children's charity carries out research and provides services to young people and parents/guardians. It provides policy briefings, publications and information for professionals, children and young people, some of which can be downloaded free from its website.

www.actionforchildren.org.uk

Anti-Bullying Alliance: the Anti-Bullying Alliance collated research, resources for use with young people, information and advice, toolkits and practical ideas for use in Anti-Bullying Week; these include questionnaires about bullying that are useful for organisations wishing to survey young people and adults about bullying.

There is also a site for young people, accessed from the general website address, and a fiction booklist containing titles linked to bullying. <https://www.anti-bullyingalliance.org.uk/> Tel: 0845 338 5068

Parentline Plus: a dedicated website for parents/guardians with a comprehensive section about bullying www.parentlineplus.org.uk

Child Exploitation Online Protection (CEOP): a Government agency committed to protecting children from sexual exploitation online and promoting general online safety. It provides information for young people, parents/guardians and professionals. Email: enquiries@ceop.gov.uk www.ceop.gov.uk <https://www.ceop.police.uk/safety-centre/>

Childnet International: Childnet International's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. Tel: 0870 000 3344 Tel: 020 7639 6967 Email: info@childnet-int.org <http://www.childnet.com/>

UK Safer Internet Centre: provides resources, advice and support on online safety and cyber bullying for children, parents and schools. www.saferinternet.org.uk

The Diana Award Anti-Bullying Campaign: provides training, resources and a peer-to-peer mentoring programme. www.antibullyingpro.com

Internet Watch Foundation: provides a reporting portal for illegal online content and works to remove child sexual abuse imagery. www.iwf.org.uk

CEOP (Child Exploitation and Online Protection Command): allows children and young people to report concerns about online sexual abuse or exploitation. www.ceop.police.uk/safety-centre/

Form: Record of Suspected Bullying Incident

Date: _____ Time: _____

Place: _____

Pupil Name: _____ Year Group: _____

What happened?

Who was involved? Give full names.

Where did it happen?

Were there any witnesses? Full names and year group?

Action taken by staff:

Name of Staff: _____ Signature: _____

Form: Record of Support given to the student who was bullied

Date: _____ Time: _____

Place: _____

Pupil Name: _____ Year Group: _____

What action was taken?

Name of Staff: _____

Staff Signature: _____

Date: _____

Form: Record of Support given to the bullying perpetrator

Date: _____ Time: _____

Place: _____

Pupil Name: _____ Year Group: _____

What action was taken?

Has the incident been recorded on the Behaviour, Rewards and Sanctions Database? Y/ N

Name of Staff: _____

Staff Signature: _____

Date: _____

Form: Record of Support given to witnesses/bystanders

Date: _____ Time: _____

Place: _____

Pupil Name: _____ Year Group: _____

What action was taken?

Has the incident been recorded on the Behaviour, Rewards and Sanctions Database? Y/ N

Name of Staff: _____

Staff Signature: _____

Date: _____