



South Lee Prep School  
Bury St Edmunds

**SOUTH LEE PREP SCHOOL ANTI-BULLYING POLICY  
INCLUDING CYBER-BULLYING  
(INCLUDING EYFS)**

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South Lee Prep School, Bury St Edmunds

# Contents

Part A: Definitions and Understanding.....	3
Introduction .....	3
Purpose .....	3
Defining Bullying .....	3
Labels and Language.....	4
Impact of Bullying Behaviour.....	5
Intention .....	5
Responsibility .....	5
Legal Aspects.....	5
Part B: Anti-Bullying Culture & Systems .....	6
Our Approach.....	6
Responsibilities .....	7
Complaints and Concerns .....	8
Record Keeping & Monitoring .....	9
Part C: Responding to a Bullying Concern .....	9
Appendix 1: Definition of Bullying & Examples Poster .....	11
Appendix 2: Bully Free Promise .....	12
Appendix 3: Bullying Concerns Process .....	12
Appendix 5: Interventions .....	16
Appendix 6: References and Useful Links.....	21
Appendix 7: Useful Staff Contacts .....	21

## Part A: Definitions and Understanding

### Introduction

*"Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community."* (DfE, 2007).

South Lee Prep School's six pillars are: Nurture, Achievement, Communication, Community, Authenticity and Zest. As such, we work to prepare children to lead good lives where they can contribute to their communities in positive ways. This includes pupils learning how to foster positive relationships, being kind and respectful to others and developing strategies that will enable them to cope with and stand up to unkindness or disrespect in the future.

South Lee Prep School is committed to ensuring that all pupils are able to learn in a supportive, caring and safe environment, without fear of being bullied.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly, sensitively and effectively.

The School recognises that both the child exhibiting bullying behaviour and the child who is the target of bullying behaviour need intervention and support.

### Purpose

The purpose of this policy is:

- to promote an anti-bullying culture;
- to promote a positive culture of kindness and inclusion;
- to deter bullying behaviour, detect it when it occurs and respond with effective strategies and interventions to support all involved;
- to help staff provide support to pupils who have been bullied and pupils who engage in bullying behaviour.
- To create an ethos in the School where pupils treat each other and staff with respect because they are aware of the correct way to behave.

### Defining Bullying

Understanding bullying and the different forms it can take is the starting point for preventing and responding to bullying behaviour effectively.

South Lee Prep School's definition of bullying is unkind behaviour that is:

- repeated
- deliberate (intended to hurt someone either physically or emotionally)
- targeted (aimed at certain individuals or groups)

Examples of bullying include:

Type of Bullying	Examples
Physical	Pushing, kicking, hitting, spitting or any use of violent or physical intimidation.
Verbal	name-calling, mocking, goading, teasing, shaming, spreading rumours, insensitive jokes, humiliating, criticising, threatening, shouting at or speaking aggressively...
Emotional	excluding, ignoring, gaslighting, mocking, being unfriendly, tormenting or goading.
Sexual	unwanted physical contact, sexually abusive comments, spreading sexual rumours, harassing someone, making sexual jokes or comments about

	someone, public-shaming someone for their relationships, making sexual comments or gestures, sending sexually explicit messages, upskirting, sharing inappropriate sexual videos or pictures.
Racist	name-calling, teasing or humiliating someone using racially offensive language, making run of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, food, excluding someone because of their ethnicity, damaging property, offensive graffiti or racist symbols, physical attacks, racist jokes, bringing in racist materials to school.
Homophobic	name-calling, teasing, physically hurting them because of their sexuality, inappropriate sexual comments or gestures, refusing to work or cooperate with someone because of their perceived sexual orientation, making nasty comments about a person online, mocking or imitative someone's voice, mannerisms, making comments about a person's gender or sexuality that deliberately makes them feel uncomfortable.
Cyber	sending offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment that makes someone fear for their safety.

(See Appendix 1)

This list is not exhaustive but gives clear examples of behaviour that should be challenged and would be considered bullying behaviour. The school community is also aware that it is against the law to discriminate against anyone because of a protected characteristic.

#### Protected Characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Child on Child abuse would be considered bullying behaviour.

#### Labels and Language

South Lee Prep School is keen to avoid labelling individual children and recommends describing situations in a sensitive manner, remembering that we are dealing with children who are still learning how to behave and negotiate social situations.

An example of this would be: “a bullying incident was reported on 20/02/21 where John Smith is alleged to have displayed *bullying behaviour* towards Joe Bloggs.”

**Victim** – the term victim is problematic as it can mean different things to different people. We recommend using the terms the ‘**child who has been bullied**’ or has been ‘**the target of bullying**’.

**Bully** – The term bully implies focus of the child’s self, rather than the behaviour he / she is displaying. Because of this, South Lee Prep School recommend that staff and parents use the term ‘**child who is displaying bullying behaviour**’.

### **Impact of Bullying Behaviour**

Bullying behaviour is always unacceptable and will not be tolerated at South Lee Prep School because:

- It is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them.
- It interferes with a pupil's right to be secure and happy in their environment and consequently their ability to perform to their potential in all areas of School life.
- It is contrary to all our aims and values, our internal culture and the reputation of the School.
- It must be appreciated by all that bullying can lead to long-term psychological damage and even suicide.

### **Intention**

Not all unkind behaviour, *particularly* amongst younger children, is deliberate or intended to hurt. It is important to try to understand the intention behind the behaviour as well as the social and emotional intelligence and development of the children involved. While all forms of bullying are equally unacceptable, it is important to note that these children may need explicit support around simple social interactions and behaviours. This may be particularly relevant to children with ACEs and children with SEND, whose individual needs should be addressed when investigating a bullying concern, whether as the child who has been bullied or the child displaying bullying behaviour.

### **Responsibility**

It is everyone's responsibility, whatever the circumstances, to challenge bullying behaviour. A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, colour, gender, sexual orientation, religion or disability, or because he/she is new in the School, or because a child is adopted or is a carer, appears to be uncertain or has no friends. She/he may also become a target because of an irrational decision by another child. Staff and pupils are taught to be upstanders, to challenge and report unkind behaviour when they see it and receive regular reminders that safeguarding is everyone's responsibility and that we work together to uphold the values of our community so that South Lee Prep School is a safe and happy place for everyone.

### **Legal Aspects**

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence and also a civil wrong known as a "tort" for which there can be legal consequences outside the School.

It is important to note that the School has the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 says that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in these circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in town.

## Part B: Anti-Bullying Culture & Systems

### Our Approach

Our systems for preventing, detecting and dealing with bullying are designed to operate:

- a. *Vertically*, through the House system and all year groups.
- b. *Horizontally*, within tutor groups, year groups and in the classroom and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

- **South Lee Prep School Bully Free Promise** ([See Appendix 2](#))  
All pupils discuss and sign the South Lee Prep School Bully Free Promise. This is designed to instil a 'Bully Free' culture.
- **Annual Anti-bullying Week**  
All pupils take part in events each year to promote kindness, support behaviour and develop understanding around bullying.
- **Relationships Education (PSHE inc RSE)**  
All pupils have relationships education where they learn about healthy and positive relationships, consent, kindness, coping strategies. They learn about what bullying is, types of bullying include bullying online and about strategies to stand up for themselves and their peers.
- **Staff Training**  
Staff have regular training updates on bullying behaviour and anti-bullying strategies as part of their safeguarding training. Additional training is shared each year during anti-bullying week. Staff have an awareness of the risks and indications of child abuse and bullying, and how to deal with cases; first aid counselling and nurturing skills and where to seek support. For example: <https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>
- **Peer Mentors**  
Each year, Peer Mentors Leaders (Upper Prep) are trained to support other pupils in the school. They are taught about the signs and risks of bullying behaviour as well as strategies to challenge and report.
- **Appropriate Supervision**  
Ensuring children, particularly younger children, are appropriately supervised at times where unkind behaviour could occur, is important. See supervision policy.
- **Positive Behavioural Expectations embedded in the School's Culture**  
Through regular assemblies, tutor times, role-modelling, school talks, PSHE & RSE lessons, anti-bullying week, culture and behavioural expectations in and out of the classroom, children understand the need to be kind and also stand up to unkindness.
- **Welfare Team**  
Weekly meetings of the DSLs with regard to safeguarding, welfare and pastoral matters address concerns around unkindness, poor behaviour, create action plans including interventions and support for all parties and alert all relevant staff to particular groups where additional vigilance and support is needed.

- **Feeling Safe**

A culture of feeling safe around all areas of school is created by staff and pupils challenging unkind or unsafe behaviour even when very low-level or nuanced. Pupils have a thorough induction when they arrive at the School and are allocated a guardian or 'buddy' to support them in their initial weeks. Staff build nurturing relationships with pupils so that children feel safe and feel they can talk to a trusted adult in school should they ever need to.

- **Safety Circles**

The Safety Circle forms the basis for all the work we do with regard to personal safety and to this end, it is revisited on a termly basis. It is a key activity which is undertaken by all the children, in which they identify and record all the adults who they can turn to for help or reassurance if they have a worry. There is also a lot of discussion around what will happen to the worry once it has been shared with an adult. It is important that the children understand that an adult has a duty of care to protect a child and this may involve sharing the information with parents, the Head and in some cases outside agencies, in order to ensure the safety of the child. It is revisited each term for two main reasons. Firstly, it reminds the children that we care about their worries whatever they may be, and it highlights their need to deal with any worries they may have. Secondly it allows them to review their choice of adult in the safety circle/ network should they wish to do so. It is important to bear in mind that the children should feel no pressure to include who we, as adults, see as the obvious choices. (e.g. a parent or teacher) Indeed, there may be times when a child needs to turn to an adult stranger for help, so it is important that personal safety work does not make a child fearful of all strangers, but rather allows them to seek out the safest way to get help when needed.

- **Equal Opportunities**

In School, discriminatory words and behaviour are treated as unacceptable. Positive attitudes are fostered towards both sexes through the curriculum and tutorials and diversity and inclusion is celebrated.

## **Responsibilities**

Safeguarding is everyone's responsibility. This message is reinforced throughout the School.

### **Staff**

Through their training and experience, members of the staff are expected to promote an anti-bullying culture by:

- Celebrating achievement.
- Anticipating problems and providing support.
- Disciplining sensibly and fairly.
- Making opportunities to listen to pupils.
- Acting as advocates of pupils.
- Following school supervision procedures.
- Challenging poor or discriminatory behaviour at the lowest level.

Members of staff are vigilant at all times but particularly in areas identified as less formal such as the dining room, changing areas, communal areas, on transport and in the playground.

### **Pupils**

Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated. They are encouraged:-

- To celebrate the effort and achievement of others.
- To hold and promote positive attitudes.

- To be inclusive, learn to work together with others and invest in positive relationships.
- To feel able to share problems with staff.
- To turn to anyone they trust if they have a problem.
- Not to feel guilty about airing complaints.
- To treat meals and break times as pleasant social occasions.

### All members of the School Community, including parents

Our expectation of all members of the Community is that:

- Everyone will uphold the ethos in the six pillars of the School which are around the school site;
- A pupil or a member of staff who witnesses or hears of an incident of bullying will report it.
- A complaint of bullying will always be taken seriously.
- No one in the School community will tolerate unkind actions or remarks or stand by when someone else is being bullied.

### Complaints and Concerns

A pupil who is being bullied should complain without delay and can do so in several ways:

## WHO CAN HELP IF I HAVE A WORRY?



FACE TO FACE	EARLY HELP TEAM	TELEPHONE	ONLINE
			
PARENTS OR CARERS	YOUR DESIGNATED SAFEGUARDING LEADS	CHILDLINE: 0800 1111	EMAIL: <a href="mailto:worry@southlee.co.uk">worry@southlee.co.uk</a>
YOUR TUTOR	MRS CATCHPOLE	The Children's Rights Commissioner: 0800 5280731	CHILDLINE: <a href="http://childline.org.uk">childline.org.uk</a>
YOUR TEACHERS	MRS MACFARLANE	Our Independent Listeners	Report online abuse: CEOP
SPORTS COACHES	MRS WILLIAMS	The Suffolk Safeguarding Partnership: 0808 808 4005	<a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
SCHOOL NURSE	MRS COVENTRY-KING		
OFFICE STAFF			
ANY TRUSTED ADULT			

**Don't forget your safety circle!**

If another pupil is concerned for a peer, they should also report this to a trusted adult.

Should parents have a concern that their child is a target for unkind or bullying behaviour, they should inform the child's tutor and Head of Pre-Prep, Head of Upper & Lower Prep, giving examples or evidence where possible.



### **Record Keeping & Monitoring**

Staff maintain records of the welfare and development of individual pupils. Any reporting of unkindness or bullying concerns are entered on to the Bullying behaviour log in order to keep a record and spot patterns if they occur.

Any bullying behaviour is raised at the weekly welfare meetings and actions put in place to support all concerned (See Part C).

## **Part C: Responding to a Bullying Concern**

On receiving a bullying concern from a child, peer, staff member or parent, the following actions will be taken. (See Appendix 3)

### **1. Member of staff receives a bullying concern**

Log on bullying behaviour log.

Log on My Concern or Tutor notes depending on level of concern.

Inform Tutor, Head of Pre-Prep / Head of Upper & Lower Prep, Deputy Head & Head.

Open Bullying Concern Assessment. (See Appendix 4)

### **2. Clarify facts and perceptions**

Gather and clarify the facts. Ensure pupil voice.

Check records.

Complete Bullying Concern Assessment.

Check policy and definition.

Determine severity.

(To determine severity, look at the nature, frequency, duration and perceptions of the child being bullied.)

### **3. Identify intervention level**

On the basis of the initial assessment,

Meet to discuss findings

Choose an appropriate intervention and sanction (where appropriate)

(See Behaviour Policy)

See intervention levels – (See appendix 5)

Ensure effective communication amongst all parties

Consider the need for:

Parental involvement

SENCO involvement

Risk Assessment

External agency involvement

Welfare team involvement

### **4. Intervention (including sanction where appropriate)**

Work on interventions with pupils depending on level.

Level 1 – low level bullying behaviours

Level 2 – intermediate level bullying behaviours

Level 3 – complex bullying behaviours

Level 4 – high risk bullying behaviours

Continue to update Bullying Concern Assessment Form.

### **5. Review outcome and reflect on learning**

Monitor outcomes

Review anti-bullying strategy and response

Update records, my concern, bullying concern assessment form.

Ensure effective communication with all parties.

See behaviour policy regarding sanctions.

## Appendices

### Appendix 1: Definition of Bullying & Examples Poster

### South Lee Prep School's Definition of Bullying

Bullying is unkind behaviour that is:

- repeated
- deliberate (intended to hurt someone either physically or emotionally)
- targeted (aimed at certain individuals or groups)

### BULLYING CAN BE...

#### Physical Bullying

Examples include: pushing, kicking, hitting, spitting or any use of violence or physical intimidation.

#### Verbal Bullying

Examples include: name-calling, mocking, goading, teasing, shaming, spreading rumours, insensitive jokes, humiliating, criticising, threatening, shouting at or speaking aggressively...

#### Emotional Bullying

Examples include: excluding, ignoring, gaslighting, mocking, being unfriendly, tormenting or goading.

#### Sexual Bullying

Examples include: unwanted physical contact, sexually abusive comments, spreading sexual rumours, harassing someone, making sexual jokes or comments about someone, public-shaming someone for their relationships, making sexual comments or gestures, sending sexually explicit messages, upskirting, sharing inappropriate sexual videos or pictures.

#### Racist Bullying

Examples include: name-calling, teasing or humiliating someone using racially offensive language, making fun of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, food, excluding someone because of their ethnicity, damaging property, offensive graffiti or racist symbols, physical attacks, racist jokes, bringing in racist materials to school.

#### Homophobic Bullying

Examples include: name-calling, teasing, physically hurting them because of their sexuality, inappropriate sexual comments or gestures, refusing to work or cooperate with someone because of their perceived sexual orientation, making nasty comments about a person online, mocking or imitative someone's voice, mannerisms, making comments about a person's gender or sexuality that deliberately makes them feel uncomfortable.

#### Cyber Bullying

Examples include: sending offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment that makes someone fear for their safety.

### What should I do if I am being bullied?

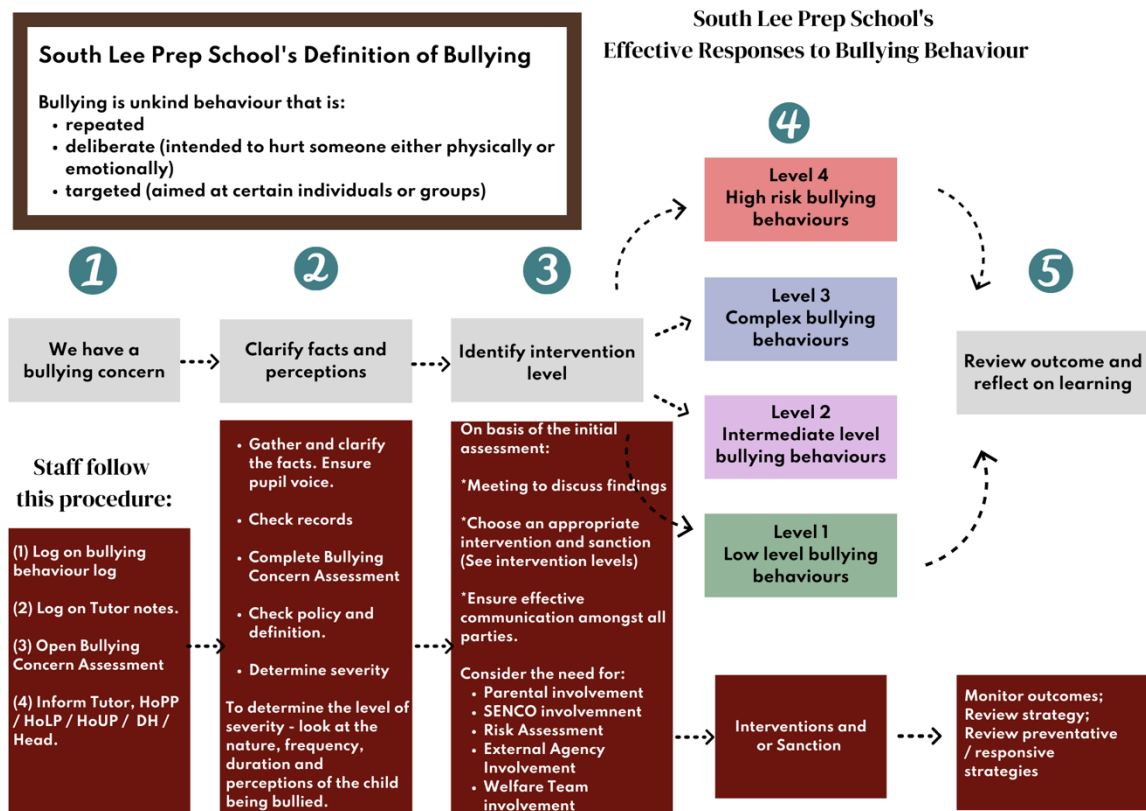
1	2	3	4	5	6
Tell a trusted adult	Keep a record of what's happening	Don't retaliate	Surround yourself with people that make you feel good	Don't blame yourself - it's not your fault	Be proud of who you are

Email: [worry@southlee.co.uk](mailto:worry@southlee.co.uk)

## Appendix 2: Bully Free Promise

Signed annually as part of Anti-bullying week, the Bully-Free Promise is age appropriate.

## Appendix 3: Bullying Concerns Process



## Appendix 4: Bullying Concern Assessment Form

### Part 1 – Assessment of Concern

Date

#### South Lee Prep School's Definition of Bullying

Bullying is unkind behaviour that is:

- repeated
- deliberate (intended to hurt someone either physically or emotionally)
- targeted (aimed at certain individuals or groups)

	NAME	GENDER	YEAR GROUP
Person(s) reporting concern			
Name of targeted pupil			
Name of pupil(s) involved			
Does the behaviour involve:	Individual to individual		
	Individual to group		
	Group to individual		
	Group to group		
Type of incident and theme(s) if applicable:			
PHYSICAL	Examples include: pushing, kicking, hitting, spitting or any use of violence or physical intimidation.		
VERBAL	includes name calling, insults, jokes, threats, spreading rumours, mocking, goading.		
EMOTIONAL	Examples include: name-calling, mocking, goading, teasing, shaming, spreading rumours, insensitive jokes, humiliating, criticising, threatening, shouting at or speaking aggressively...		
SEXUAL	Examples include: unwanted physical contact, sexually abusive comments, spreading sexual rumours, harassing someone, making sexual jokes or comments about someone, public-shaming someone for their relationships, making sexual comments or gestures, sending sexually explicit messages, upskirting, sharing inappropriate sexual videos or pictures.		
RACIST	Examples include: name-calling, teasing or humiliating someone using racially offensive language, making run of someone's religious customs or traditions, sending racially insulting messages or threats, making fun of someone's accent, clothes, food, excluding someone because of their ethnicity, damaging property, offensive graffiti or racist symbols, physical attacks, racist jokes, bringing in racist materials to school.		
HOMOPHOBIC	Examples include: name-calling, teasing, physically hurting them because of their sexuality, inappropriate sexual comments or gestures, refusing to work or cooperate with someone because of their perceived sexual orientation, making nasty comments about a person online, mocking or imitative someone's voice, mannerisms, making comments about a person's gender or sexuality that deliberately makes them feel uncomfortable.		
CYBER	Examples include: sending offensive, angry, rude, vulgar messages, harassment, posting harmful rumours online about a person, sending or sharing photos of someone else without their permission, impersonating someone else online, tricking someone to share private information, ostracising or purposefully excluding someone from chat groups or gaming sites etc, sending threats of harm or harassment that makes someone fear for their safety.		

	<b>OTHER</b>	Details:	
Is there persistence / recurrence of this behaviour?		Yes / No	
Is it targeted behaviour?		Yes / No	
Is there a power imbalance?		Yes / No	
Is it intentionally hurtful behaviour?		Yes / No	
Checked Bullying Behaviour Log for any previous incidents of concern?			Yes / No
Outline anything here:			
<b>Outline of Incidents reported</b> Include all written accounts / drawings of incident(s) completed by bullied pupil, witnesses (ie other pupils, staff) including dates of events, if known.			

**Part 2 – Details of Interventions to be implemented in response.**

**2.1 Pupil (s) who has been bullied.**

Refer to level 1-4 interventions

Outline action / support to be implemented:			
Provide outline details of the level and type of intervention with the peer group / class / year group:			
Ongoing support / monitoring to be provided by			
Daily / Weekly			
To be reviewed by (DHP / Head)		Date	
Have parents been informed?			Yes / No
Give Details:			
Referral to outside agencies?			Yes / No
Give Details:			
Any other relevant details:			

## 2.2 Pupil(s) who has been displaying bullying behaviour

Refer to Level 1-4 interventions

Outline action / support to be implemented:			
Provide outline details of the level and type of intervention with the peer group / class / year group:			
Ongoing support / monitoring to be provided by			
Daily / Weekly			
To be reviewed by (DHP / Head)		Date	
Have parents been informed?			Yes / No
Give Details:			
Referral to outside agencies?			Yes / No
Give Details:			
Any other relevant details:			
Sanction	Verbal Warning		Negative
Deputy Head's Detention	Head's Detention		Suspension
Breakloss			
Expulsion			
Details:			

## Part 3 – Ongoing record of support and interventions

Refer to Level 1-4 interventions

Date	Details of Intervention	Action required / taken (dated & signed)
Name and role of teacher completing this form:		
Signed		
Date		

#### Part 4 – Status of Concern

##### This concern is now resolved:

	Bullying Assessment form – copy added to My Concern
	Bullying Behaviour Log updated
	Interventions completed

##### When concern is not resolved:

Further intervention required:

	Review information and action to date
	Refer to Head
	Re-assess levels of intervention. Implement other strategies from appropriate level
	Assign tasks, record and monitor as in Part 2 and 3 again.

Signed:

Job Title:

Date:

## Appendix 5: Interventions

#### Level 1 – Low Level Bullying Behaviour

*(All resources can be found on Sharepoint / All Teaching Staff / Anti-bullying Resources)*

Interventions at Level 1 are to help individuals to recognise/reflect on their unacceptable behaviour and to “get them back on track” while listening to and supporting/strengthening the pupil(s) experiencing bullying. **NEVER ignore low level bullying behaviour.**

##### Staff should:

- explain the inappropriateness of the behaviour in line with the school’s values;
- identify possible consequences if the bullying behaviour continues;
- point out the level of distress experienced by the bullied pupil;
- talk with the pupil being bullied to explore whether he/she has in any way provoked the bullying behaviour;
- help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support;
- encourage reparation to be made, if appropriate;
- monitor the situation carefully;
- be prepared to intervene with a higher response level if the situation persists or deteriorates.

All bullying behaviour should be entered on to the bullying log.

Sanctions for the child or children who is/are displaying bullying behaviour could be a breakloss or Deputy Head’s Detention depending on severity and impact.



Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
When the bullying behaviour has been assessed and is perceived to be minor or a first time occurrence select one or more of these Level 1 interventions.	<p>Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.</p> <p>See Appendix 6 (References) for support and resources.</p>	<p><b>SCRIPTS: for use with individual pupils</b></p> <p><b>A Rights Respecting Script:</b> This reminds the pupil who is bullying of everyone's right to be safe.</p> <p><b>Rule Reminder Script:</b> This reminds the pupil who is bullying of the appropriate rule which has been broken.</p> <p><b>Expectation Discussion:</b> A non-confrontational script requiring the pupil to commit to behaving appropriately and taking greater responsibility for subsequent behaviour.</p> <p><b>ONE-TO-ONE INTERVIEW INTERVENTIONS</b></p> <p>Formally remind the pupil of the harm his/her behaviour is causing another and of the negative consequences to encourage the pupil to change his/her behaviour.</p> <p><b>Restorative Questioning:</b> The five sequential, self-reflective, restorative questions enable the pupil who is bullying to take responsibility for his/her behaviour and undertake appropriate action(s) to promote reparation/restitution. Give staff/supervisors a laminated set for consistency in managing bullying incidents.</p> <p><b>Worth a Re-Think:</b> This process helps pupils to develop more appropriate responses to a range of situations through reflecting on happenings, thoughts, feelings, behaviour and consequences</p> <p><b>Shared Control Discussion:</b> This five-step intervention requires the pupil to choose how he/she will respond to requests to change behaviour through being made aware of the consequences of his/her unacceptable behaviour.</p> <p><b>Think Time Discussion Sheet:</b> Completing this encourages the pupil to reflect on his/her negative behaviour; identify how to rectify the situation and act accordingly. This discussion may inform a behaviour plan.</p>	<p>Pupil whose reaction to the bullying behaviour represents a low level of concern.</p> <p>Few if any additional needs and risk factors are present at this stage.</p>	<p>- Informal chat to enable pupil to identify possible solutions to current situation.</p> <p>- Parental support if felt appropriate at this stage. - If a trained effective Buddy /Peer Mediation support is available the pupil may wish to use this intervention.</p> <p><b>Regular monitoring and review of situation by class/form teacher.</b></p>

## INTERVENTION TABLES Level 2 – Intermediate Level Bullying Behaviour

While interventions at Level 2 involve continuing with the above, there is shift from individual support to group interventions. To be effective small group work needs:

- The consent and involvement of the pupil being bullied.
- To be planned and timetabled, session length dependent on age and ability.
- Parental / carer consent and agreement from participating pupils.
- Carefully selected group membership.
- To take place in a suitable and comfortable environment.
- To be uninterrupted.
- To be facilitated in a positive manner, ideally by two adults whose roles may alternate allowing one to participate and one to observe.
- Structured and focused activities using active learning approaches to stimulate discussion and debate amongst members and develop group identity.
- Decision and outcomes to be agreed and recorded, e.g. on a flipchart.
- To facilitate the development of empathy amongst pupils.
- A solution focused approach to the situation.
- To provide opportunities for pupils to take responsibility.
- Regular meetings of the group.
- Regular meetings with the bullied pupil to assess ongoing effectiveness of agreed actions.
- To ensure regular feedback is given on agreed actions.

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Following assessment if the bullying behaviour continues and/or is considered more severe, select one or more of these Level 2 interventions which may comprise part of an Individual Pupil Support Plan.  Parents/carers will need to be informed of this decision and involved in providing support.	Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.	<b>SMALL GROUP INTERVENTIONS</b>  Involving a maximum of 6-8 pupils who have agreed to participate and meet regularly to effect a change in the behaviour of the pupil who is bullying. The agreement of the child experiencing bullying is essential. Parents/carers of participating members will need to be informed. It is essential to keep accurate records of meetings to enable outcomes to be monitored regularly.  <b>Quality Circles:</b> Volunteers agree to meet regularly with a member of staff to focus on a specific bullying topic such as racism, homophobia, exclusion etc and proceed to develop, suggest, present solutions to Senior Leadership Team who subsequently implement and evaluate solution(s).	Pupil whose reaction to the bullying behaviour presents a higher level of concern.  Some additional needs and risk factors may be present at this stage.	Meet to:  - Gain bullied pupil's consent to enable the situation to be discussed with peers in his/her absence.  - Receive feedback on intervention outcomes.  - Agree, teach and practise coping skills (e.g. Fogging).  <a href="https://www.youngmind.org.uk/young-person/coping-with-life/bullying/">https://www.youngmind.org.uk/young-person/coping-with-life/bullying/</a>  <a href="https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-">https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-</a>

		<b>THE SUPPORT GROUP METHOD</b>  This is a seven step, participative long-term approach which supports the target, involves volunteers from the peer groups of both the target and the young person displaying bullying behaviour and focuses on changing the behaviour of the pupil that is bullying and those who collude with him/her. Similar but not identical to timetabled class circle time.		<a href="#">bullying/bounce-back-from-bullying/</a>  - Strength-Building Plan for Pupil  - Peer Mentoring
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### INTERVENTION TABLES Level 3 – Complex Bullying Behaviour

Interventions at Level 3 will involve Senior Leaders in collaboration with pupil(s) and parents to determine the way forward in affecting change. The School will use an individual Risk Assessment procedure which will determine a plan of intervention and risk management that will be communicated to all. This planning may occur through a multi-agency discussion, involving MASH, Suffolk Safeguarding Partnership and other external support agencies. The manner in which teachers and others are involved in planning and how they are kept informed about the implementation of the plans will vary. Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions may require one-to-one meetings, small group work and whole class involvement.

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions: Co-ordinated by Pastoral Co-ordinator / SENCO Advice/Support by ELB Officer	Targeted Pupil	Target Interventions
Following assessment, if the bullying behaviour is more complex and/or resistant to change.  Pupil presenting with many additional needs and risk factors.	Select <b>whole- class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.	<b>INDIVIDUAL PUPIL INTERVENTION</b> <b>Monitoring</b> by key member of staff. <b>Behaviour Management Programmes</b> , including Pupil Support Plan (support and strengthening), target setting with incentives and consequences. <b>Social and Emotional Mentoring</b> by an identified member of staff. <b>Individualised</b> strength and emotional wellbeing building programmes eg: Conflict resolution Solution focussed conversations Empathy training, mood management, anger management <b>Peer support/befriending/mentoring/mediation.</b> <b>The Method of Shared Concern</b> interview.	Pupil whose reaction to the bullying behaviour is severe.  Many additional needs and risk factors present.	<b>Individual Pupil Work</b>  - Monitoring by key member of staff.  - Pupil Support Plan for strength and emotional wellbeing building programmes.  - Peer support/mentoring and befriending/mediation.

		<p><b>PARENTAL INVOLVEMENT</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working with the school and/or with external agencies to effect change.</p> <p><b>ADDITIONAL ADVICE/SUPPORT FROM OUTSIDE AGENCIES</b></p> <p>Counselling Service / Restorative meetings. MASH / Suffolk Safeguarding Partnership.</p>		<p>- Support Group Method. - PIKAS interview.</p> <p><b>Parental Involvement</b></p> <p>At this level, it is most likely that the parent(s) have already been contacted and are working with the school and/or with External Agencies to effect change.</p> <p><b>Additional advice/support from Outside Agencies</b></p> <p>Is there a need for parent to consult with GP about child?</p>
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#### INTERVENTION TABLES Level 4 – High Risk Bullying Behaviour

Bullying behaviours assessed as Level 4 are severe and involve a significant threat to the safety and welfare of any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's Child Protection policy and safeguarding procedures will need to be invoked. In addition to safeguarding procedures and practices including referral to external support services, the school's interventions at Level 4 should continue to implement interventions detailed at Level 3 as appropriate.

Pupil Displaying Bullying Behaviour	The Pastoral Curriculum	Interventions	Targeted Pupil	Target Interventions
Pupil presenting with significant concerns including mental health, criminal and/or child protection concerns.	Select <b>whole-class</b> approaches such as circle time to explore issues around bullying and identify possible solutions in a non-threatening way enabling views to be acknowledged, respected and valued.	<p>Refer to relevant investigative agencies</p> <p>MASH / Suffolk Safeguarding Partnership</p> <p>Refer to the school's Rewards &amp; Sanctions Policy re the suspension and expulsion of pupils.</p>	Pupil presenting with significant mental health, criminal and/or child protection concerns.	Refer to relevant investigative agencies.

## Appendix 6: References and Useful Links

- [Preventing and tackling bullying \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- <http://www.endbullying.org.uk/>
- [Anti-Bullying Alliance](#)
- [The Diana Award \(diana-award.org.uk\)](http://diana-award.org.uk)
- [What Is Bullying | StopBullying.gov](#)
- [Bullying | How To Deal With Bullying and Getting Help | YoungMinds](#)
- [Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)
- [Bullying at school: Bullying - a definition - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Bullying at school | Bullying advice for parents and children \(nationalbullyinghelpline.co.uk\)](http://nationalbullyinghelpline.co.uk)
- [Teen Tips - Onsite & Online Training for Parents & Schools](#)
- [National Online Safety](#)
- [The Mix - Essential support for under 25s](#)
- <https://www.suffolksp.org.uk/parents-and-carers/bullying/>
- <http://www.thesource.me.uk>

## Appendix 7: Useful Staff Contacts

### **Deputy Head, Head of Pre-Prep & Designated Safeguarding Lead**

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