



Holly Park School Anti-Bullying Policy

Introduction

The core purpose of this policy is to address bullying between pupils.

Holly Park aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and achieve. Bullying of any kind prevents this from happening. Bullying makes people feel unsafe.

As a school, we take bullying seriously. Pupils, parents and staff should understand that reporting bullying is essential, and be assured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-bullying policy.

The Lead Staff concerned with Bullying are The Deputy Head and the Headteacher

There is a school governor for Anti Bullying this is: Clare Wischusen

This policy links with the UN Rights of the Child

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full **potential.**

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad **treatment by their parents or anyone else who looks after them.**

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 36

Governments must protect children from all other forms of bad treatment.

Article 37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as

a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up **must be able to keep in contact with their family.**

Article 40

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

What is Bullying?

Bullying is not always easy to define, however most cases include:

- Constant and deliberate hostility and aggression towards a victim
- A victim who is less powerful than the bully
- An outcome which is always painful and distressing to the victim

Our school definition of bullying is:

“Bullying is a repetitive series of actions, carried out on purpose, and designed to hurt someone's feelings and make them feel ashamed of who or what they are. We will not accept it at Holly Park”

(Holly Park School Council)

A Court Case defined bullying as....

‘The actions of an individual or group, that causes suffering to a less powerful individual or group – whether physical or mental – over a sustained period of time.’

There are different kinds of bullying :-

Physical

Pushing, kicking, hitting, pinching, any kind of physical aggression and damage to or appropriation of a person's property

Verbal

Name calling, tormenting, threats, threatening gestures, ridicule, humiliation or the use of put-down comments or insults e.g. with regard to another child's family, their race, their (perceived) sexuality, gender, personal cleanliness etc, deliberately lying about what other people have done or deliberate exclusion from activities and friendship groups

Racist

Racially motivated bullying can involve physical or verbal bullying (see above) and can include racial taunts, graffiti and gestures.

Sexual or Sexist

Unwanted physical contact, sexually suggestive comments, or homophobic comments. Sexist or sexual bullying is when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality. Sexist or sexual bullying are the not the same as homophobic bullying. However, very often, sexist attitudes manifest themselves in homophobic bullying and any young person who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might

experience homophobic bullying. Girls are more commonly at risk from sexist and sexual bullying. However, boys also report being victims of sexist and sexual bullying.

On line

On line bullying is an extension of bullying behaviour. It involves technologies and online communication such as mobile phones, facebook, snap chat etc. It often involves quite a wide audience.

More subtle forms can include nasty looks, emails, texts, anonymous phone calls and pointedly laughing/giggling at or whispering about someone. It can include intimidation and threatening behaviour, including blackmail

The Holly Park School Council agreed that whatever its form, bullying consists of the following factors:

It is ongoing and frequently repetitive, and takes place over a period of time

It is deliberate

It is based on a difference in power (age, strength, confidence, number of friends, etc)

It has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely

Effective anti- bullying practice gives all children the assurance that they are cared for in a safe and friendly environment.

What are the Effects of Bullying?

The DFE 2006:

'Bullying can produce feelings of powerlessness, isolation, damage the sense of worth, and sometimes lead to victims feeling they are at fault.'

Anti – Bullying Alliance 2006:

'Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self esteem and confidence, sometimes with devastating consequences.'

Indicators of Bullying

Change in behaviour – withdrawal, moody, tearful

Items of clothing, property, schoolwork lost or damaged

Deterioration in educational attainment

Reluctance to attend school

Sleep problems

Money going missing

Frequent injuries

Increased levels of aggression

Headaches, stomach aches, feeling unwell

Increased internet, mobile phone use

Attention seeking

2 Aims and objectives

We aim to create a safe and secure environment where all can learn without anxiety.
This policy aims to provide a consistent school response to any bullying incidents.
We aim to make all those connected with the school aware of our opposition to bullying.
We aim to make clear each person's role with regard to preventing bullying at our school.

Our Anti- Bullying Charter

We will work to ensure that everyone believes in themselves and has respect for themselves
We will promote tolerance and respect including respect for difference and diversity
We will take Bullying seriously
We will work to ensure that our school community knows what bullying is
We will make sure that everyone knows that bullying is unacceptable at our school
We will make sure that children who experience bullying know how to get help
We will offer children who bully help to understand the consequences of their actions
We aim to respond to bullying consistently
We will work together to do all we can to prevent bullying at our school
We will contribute to local and national anti- bullying events

We underpin our responses to bullying by having
Positive leadership from staff about how bullying is dealt with
Periodic consultation with children to find out what bullying occurs, when, where and by whom
Mixed age activities throughout the year – e.g Buddy systems and House Challenges
Follow up with victims of bullying and bullies themselves

3 The Equality Act 2010

The Act deals with the way schools treat their pupils and prospective pupils: the relationships between one pupil and another is not within its scope. It does not therefore bear directly on issues as racist or homophobic bullying by pupils. However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying- for example dismissing complaints of homophobic bullying or failing to protect a transgender pupil against bullying by classmates – then it may be guilty of unlawful discrimination.

The issue of bullying motivated by prejudice is a particularly sensitive issue. Although the relationship between one pupil and another is not within the scope of the Act, schools need to ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

We have an Equal Opportunities Policy which underpins all our other guidelines and policies. We aim to promote respect for others. We aim to respond effectively to bullying of protected and vulnerable groups: Disabled, SEND, LGBT, Race, Religion, LAC, Young Carers

Parents will be informed if their child makes a racist comment or displays any other form of racist behaviour. All incidents will be recorded and school governors informed of serious harassment. The school will ensure that the decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights. The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

4 Actions

As a school we participate in Anti- Bullying week and there are opportunities for pupils to undertake work on bullying issues from EYFS to Y6. The anti- bullying message is evident. All staff receive annual training and key staff will receive training in specialised Anti- Bullying strategies – e.g Circle of Friends, Solution focused approaches and Peer Mediation.

To children who experience bullying

We will assure them that the issue will be taken seriously
We will Intervene (informed by the victim) in a way to avoid escalating the problem
We will Monitor and review

To those who bully

We will hold them to account for their behaviour
We will face them with the harm they have caused
We will give direction to help them behave in ways that do not cause harm
We will offer steps they can take to address the harm they have caused

To the Bystanders or those affected by the incident

We will aim to give them skills to show them how they could have intervened effectively
We will involve them in the reparation process

The Restorative Approach is the main method of intervention we use

Those who have been harmed need:-

Someone to listen
Space to think and calm down
Be informed of progress
The person who has harmed them to understand and acknowledge the effect of their actions
A sincere apology
If possible for things to be put right
Reassurance that it won't happen again
A sense of justice
A feeling of being in control

Those who have caused harm need:-

Time to think
Someone to listen to their story
To be able to explain themselves
A chance to apologise
To be able to put things right
Reassurance that the matter is finished and that they can move on

For the Restorative Approach to work, all pupils should be treated with respect, there needs to be good communication, a focus on problem solving, all are involved in decisions about a way forward and there is a willingness to listen to others.

We hope that with this approach, children will understand the consequences of their behaviours and how their behaviour affected others. We want children to take responsibility for their actions

And for relationships to be restored. We want children to understand it isn't about punishment and blame but more about fixing a problem. Ultimately we want bullying behaviour to improve and for there to be a decrease in bullying in our school.

Procedures

If staff become aware of any bullying taking place between members of a class, they deal with the issue immediately. The staff member will inform the Deputy Head or Headteacher. There will be support for both the victim of the bullying and the bully, and consequences for the child who has carried out the bullying. We spend time talking to both children: we explain why the action was wrong, and we endeavour to help the bully change their behaviour in future. We follow our Restorative Approach when dealing with bullying issues. The parents of both children are informed.

If an allegation of bullying has been brought forward by a parent, and not witnessed by the school then there will be an initial period of investigation – including observation and speaking to the children involved. The parents will be informed of the outcome. If the allegation is believed to be true then it will be dealt with as above. Where there is no evidence to support an allegation then we will continue to monitor for an extended time.

In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies.

In all instances an 'Allegation of bullying' form will be completed by the school (once we have established that it is bullying and not just a one off incident or friendship problems) This includes details of what has happened, actions so far, who is involved and future actions.

After initial discussion and action (if bullying IS happening) then there will be a review meeting approx 2 weeks later to see how things are progressing

Preventing Bullying – Being Pro Active

Prevention is better than cure. At Holly Park everyone is vigilant for signs of bullying and always take reports of bullying seriously.

We are aware of the DFE 'Use and effectiveness of Anti Bullying Strategies in School.' Document

In conjunction with the above document, we use the following methods for recognising and preventing bullying:

1. Have a whole school approach. (restorative, Rights respecting)
2. Staff will be on duty at break and lunch to ensure high level of supervision
3. Strong achievement culture rewarding positive behaviour. Positive behaviour policy with clarity of behaviour expectations, sanctions and rewards
4. Assemblies about bullying behaviour – clear anti bullying messages including online bullying
5. Annual questionnaire to pupils to gather information on extent of bullying and locations
6. Peer mentoring – mini mentors in the playground. Training for them also.
7. Development of Social, Emotional and Behavioural Skills
8. Use of Behaviour Support Plans and contracts to modify bullying behaviour
9. Regular focus by the School Council focused on anti-bullying issues including organising events for anti-bullying week. Use the council as a voice for student feedback about bullying. Governors to talk to pupils about bullying.
10. Holly Park is an official Rights Respecting School sponsored by UNICEF

11. Regular staff training including online training about bullying (Anti Bullying Alliance) and also training on Rights, Resilience, Restorative approach etc. Training for support staff also.
12. Regular auditing and monitoring of bullying behaviour from a centralised reporting system. This is reported to governors termly.
13. Regular evaluation of anti bullying work
14. Staff model good behaviour
15. Open door policy for parents to discuss problems
16. A restorative approach and culture to support the development of social and emotional skills. A whole school approach.
17. Curriculum work to embed anti bullying work – PHSE, circle times.
18. A playground policy including rules for the ball area etc
19. Regular training for the mealtime supervisors

We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.

We want to promote pro-active strategies to prevent incidents becoming bullying. We actively promote our 'Helping Hands.'



Do the Hi 5:-

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).

- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel when you..... because.....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued bullying.

Report

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Reporting:

Children will be taught the correct way to report an incident including:

- reporting to get themselves or someone else out of trouble
- not reporting with the prime motive of getting someone else in trouble
- reporting truthfully about what they see and hear themselves and how it made them feel

The Holly Park Way and the High 5 - 'The Helping Hands.' should be displayed around the school and children should be reminded of it regularly in assembly

Prevention of bullying in relation to the 'PREVENT' Duty

We are aware that we may need to keep an extra eye out to deal with bullying in regard to pupils of certain races, religions or who are refugees at times when there are high level incidents reported in the news from around the world.

In terms of prevention we ensure that our curriculum through PHSE, RE and our focus on SMSC and British Values ensures that pupils are open minded and have respect for everybody regardless of their religious, ethnic or cultural background.

We record all incidents, analyse trends and address any trends or themes we notice.

5 Roles

Children

Where children are the targets of bullying behaviour, they have several options:

To tell a trustworthy friend

To tell a trusted adult, such as a member of staff or a parent

To tell a House Captain or School Council representative

To stand up to the person who is using bullying behaviour and tell them to stop

To put a note in the Worry Box

When children witness or are aware that bullying behaviour is happening, it is their duty to do something about it. Although this situation can be hard, they need to support the child who is being upset or intimidated. This will mean they need to:

Tell their teacher

Tell another member of staff

Tell their parents or another trusted adult

Children who use bullying behaviour may often need additional support themselves, as it is often a sign of unhappiness, insecurity or loneliness. This does not, however, justify the use of such damaging behaviour against others. If a child is identified as a bully, then it is highly likely that their parents will be invited in to help provide support, and to be told of their child's behaviour.

Staff

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If members of staff witness an act of bullying, or have it reported to them, they do all they can to support the child who is being bullied. If the adult does not work directly with the child then they must speak directly to the child's class teacher at the earliest opportunity. A written alert must be made ('Record of an Allegation of Bullying' form) and given over to the Deputy Headteacher.

Once the situation has been investigated, the parents of the child who has been targeted should be invited in for a review meeting with the class teacher (no more than ten working days after the allegation was made). A second written record will be filled in ('Review of an Allegation of Bullying' form) and again a copy will be given to the Deputy Headteacher.

Cases of bullying are referred to and dealt with by the class teacher, supported by a member of the Senior Management Team in the first instance.

The school provides training (usually during anti-bullying week), which enables staff to become equipped to deal with incidents of bullying. The school also participates in the annual Anti-Bullying Week, and uses this to highlight the issue of bullying for all members of its community. We adhere to the Anti Bullying Charter (see Appendix)

Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this bullying is wrong, and why there have to be consequences.

The Headteacher ensures that all staff receive bi - annual training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. A 'Record of an Allegation of Bullying' form will be completed if an allegation is raised. This allegation will be investigated.

An allegation does not necessarily mean that bullying is actually happening.

Any allegation will be reviewed after a period Of approx 2 weeks.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. This is achieved by the school actively seeking to work with parents alongside the child.

Parents are on no account to approach another child or parent without first involving the Headteacher or other Senior Staff member. Experience has shown that when the school is involved, issues and concerns are likely to be resolved with acceptable outcomes.

An outline of steps for parents is included in Appendix 2

Pupils' conduct outside the school gates

In accordance with Department for Education guidance about school behaviour and discipline the school has the power to discipline pupils for misbehaving or bullying other children outside of the school premises.

In response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member, other pupils, parents or is reported to the school by passers-by, the school will follow the behaviour and anti bullying policy and act accordingly.

The school may take action for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Is in some other way identifiable as a pupil at the school.
- Is taking part in online bullying outside of school.

There can also be consequences for misbehavior and bullying outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

The school can implement consequences for misbehavior and bullying at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

6 Monitoring and review

This policy is monitored termly basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. It is reviewed bi annually

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. This duty has been delegated to the Staff and Pupil Welfare Committee


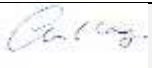
This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Equal Opportunities and Diversity Policy and e-Safety Policy.

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	Autumn 2013	Ann Pelham	Updated in light of current advice and parent, governor and pupil input
1.1	January 2014	Ann Pelham	Updated after Anti bullying week
1.2	September 2014	Govs S&PW	Updated
1.3	September 2015	Govs S&PW	Updated
1.4	September 2016	Govs S&PW	Updated
1.5	Autumn 2017	Govs S&PW	Updated
1.6	June 2018	Ann Pelham	Updated with regard to Anti Bullying alliance information and in line with our Action Plan and application for an award
1.7	Autumn 2018	Govs S&PW	Updated
1.8	Autumn 2019	Govs S&PW	Updated
1.9	Autumn 2020	Govs S&PW	Ratified
2.0	Autumn 2021	Govs S&PW	Ratified
2.1	Autumn 2022	Govs S&PW	Ratified
2.2	Autumn 2024	Govs S&PW	Ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		Dec 2024
Chair of Governors	Clare Hegarty		Dec 2024

Distribution

Shared with
<ul style="list-style-type: none"> • Staff via school server • Parents via Website • Governors via committee meetings

Date for next review
Autumn 2026

Other Related Policies

The Behaviour Policy

The Equality Policy

Suggested reading

Confident Children: A parents' guide to helping children feel good
Lindenfield G

Fighting, teasing and bullying: Simple and effective ways to help your child
Pearce J

Bullying and how to fight it: A guide for families
Mellor A

The Equality Act 2010

'The Use and Effectiveness of anti bullying strategies' DFE

'Preventing and Tackling Bullying.' DFE

Suggested Websites

www.anti-bullyingalliance.org.uk

www.cybermentors.org.uk

www.kidscape.org.uk

www.saferinternet.org.uk

www.childline.org.uk

HOLLY PARK PRIMARY SCHOOL

RECORD OF AN ALLEGATION OF BULLYING

NAME OF THE TARGETED CHILD:	CLASS:
NAME(S) OF THE ALLEGED PERPETRATORS:	CLASS:
ALLEGATION MADE BY:	CONNECTION TO CHILDREN INVOLVED:
RECORDED BY:	DATE OF ALLEGATION:

DETAILS OF THE ALLEGATION:

PLANNED ACTION:

PLANNED DATE FOR REVIEW OF THE SITUATION:
--

SIGNED:

MEMBER OF STAFF

DEPUTY/HEADTEACHER

HOLLY PARK PRIMARY SCHOOL

REVIEW OF AN ALLEGATION OF BULLYING

NAME OF THE TARGETED CHILD:	CLASS:
NAME(S) OF THE ALLEGED PERPETRATORS:	CLASS:
DATE OF ALLEGATION:	DATE OF REVIEW:

REVIEW OF THE CURRENT SITUATION:

VIEWS OF THE TARGETED CHILD:

VIEWS OF THE ALLEGED PERPETRATORS:

RECOMMENDED ACTIONS:

SIGNED:
CLASSTEACHER
DEPUTY/ HEADTEACHER

Appendix I

Anti Bullying Alliance 10 key principles to preventing and responding to bullying.

Anti Bullying Charter

1. **Listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **Includes us all** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. **Respects** - all school staff are role models to others within the school in how they treat others.
4. **Challenges** - all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **Celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **Understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **Believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **Reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **Takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

Appendix 2

A GUIDE FOR PARENTS

Step 1

- Keep talking to your child, reassuring them that they have done the right thing in telling you about the negative behavior towards them.
- Try to establish if it is really bullying or if it is friendship issues etc
- Clarify for yourself in the anti bullying policy what the actual definition of bullying is and check if this is what your child is experiencing. The word bullying can often be over used and is not always an accurate description of what is happening. If you are not sure speak to the class teacher
- If the behavior continues, then make some notes of what your child says, particularly names, dates, what happened and where it happened.

Step 2

- Make an appointment to see the class teacher to explain why you think it is actually bullying - what has been happening and what your child has tried to do to stop it.
- Tell the teacher what your child has told you about the bullying. This may be the first time they become aware of the ongoing problem, so be realistic about what you want them to do. The teacher should look into the allegations and take reasonable steps to stop the bullying. Ask the teacher for a reasonable timeframe for action to take place.

Step 3

- If nothing has improved then ask to speak to the Deputy Head.
- Look on the school website for a copy of the school's Anti-Bullying Policy and ask for clarity on how the school handles bullying incidents.
- Make notes of what you do, the date, to whom you speak and what they say and do.
- The school will follow the procedures outlined in this policy – and this will begin with the formal filling out of an 'Allegation of Bullying form.' There will be a review meeting 2 weeks later.

Step 4

- If you are not satisfied with the Deputy Head's response after the 2 week review, you should make an appointment to speak to the Headteacher. You may want to send a letter telling the Headteacher what the issues are at this point.
- You should ensure that you take a copy of the school's Anti-Bullying Policy with you. You can then refer to the Policy if you feel that the school is not following it.

Step 5

- If you are still not satisfied that the problem has been resolved (having followed points 1 to 4) you can contact the Chair of Governors.