Birches Head Academy

Anti-Bullying Policy

Policy/Procedure Leader	AP: Pastoral (LA)
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Signature of Principal:	Signature of Chair of Governors:
Mr Masher	**Suzanne Finlay**

Birches Head Academy wants to make sure that all pupils feel safe and accepted into our Academy community. Our Anti-Bullying Policy is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

ACADEMY VALUES

Justice - the quality of being fair and reasonable.

Humility - the quality of having a modest or unarrogant view of one's own importance.

Respect - the quality of having due regard for the feelings, wishes, or rights of others.

Courage - the quality of having strength in the face of difficulty.

Integrity - the quality of being honest and having strong moral principles.

Compassion - the quality of feeling pity and concern for the sufferings or misfortunes of others.

Honesty - the quality of being truthful.

Gratitude - the quality of being thankful; readiness to show appreciation for and to return kindness

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Policy Intent

Birches Head Academy firmly believes that every child has the right to learn in an atmosphere free from fear and intimidation. We do not tolerate any form of bullying and this policy aims to ensure that this is fully understood and adhered to within our academies.

This policy reflects our active commitment to promote and safeguard the welfare of pupils at our school. We believe that children have a fundamental right to feel safe and protected. We aim to provide a secure, caring environment, highly skilled and aware staff and a curriculum which promotes self-esteem, nurtures well-being and empowers children to protect themselves.

We have always regarded bullying whether verbal, physical or cyber as a serious offence. We may not, however, always be aware of when bullying is happening, and we would always ask parents to be especially alert and to share concerns with us immediately when there is any suspicion of bullying occurring. This policy reflects current guidance from the Department for Education (Preventing and tackling bullying, 2025). The policy aims to reduce bullying by:

- Ensuring that those connected with the school understand what the term 'bullying' means and that bullying will not be tolerated under any circumstances.
- Putting clear strategies in place for preventing and dealing with any behaviour deemed as bullying.
- Promoting a school ethos where bullying is regarded as unacceptable by everyone.
- Ensuring a safe and secure environment in which everyone is able to learn and work.
- Providing a transparent, easily understood system for responding to reported incidents of bullying.

The intention of this policy is that it will be used as a working document by the school community: staff, pupils and parents.

Introduction

The Anti-Bullying policy aims to reflect the values of the academy.

The policy is also in line with the school's behaviour policy, which promotes the responsibility of all adults in the school to deal with behaviour, including bullying, and to educate pupils to behave responsibly. The policy also reflects the moral virtue of respect.

It is expected that teachers use a 'bullying preventative' style of teaching which has a number of different outcomes for pupils:

- Treating ALL members of the community with respect
- NOT setting up victims
- Presenting good role models – using 'power' and 'authority' appropriately
- Explicitly stating that bullying is not acceptable under any circumstance.
- Active process aimed at changing pupil attitudes through portraying our values
- Working together as a family to look out for each other – and not to see talking to adults as 'telling'
- Working together through a restorative justice process to resolve issues.

Proactive Measures to Prevent Unkind Behaviour/Bullying
- At Birches Head Academy we accept that prevention is better than the cure and therefore strive to create a whole school ethos to reduce/eliminate bullying.
- Proactively seeking to celebrate success to create a positive school culture.
- Personal Development lessons provide opportunities to explore bullying as a topic.
- Teaching methods employed encourage co-operative work inside and outside the classroom.
- Extra-curricular activities provide opportunities for encouraging better co-operation and understanding between children with lunchtime clubs for vulnerable students.
- Where appropriate Personal Tutors provide time for class groups to discuss issues related to relationships and consider strategies for dealing with difficulties.
- Assemblies are recognized as an important forum to raise awareness and restate expectations of behaviour and to promote 'Anti-Bullying Week' annually during March and November.
- E-Safety across the school and via Assemblies to include safe practice involving the use of on-line chat rooms /social networking sites and mobile phones.
- Positive behaviour is encouraged and expected at all times. It is also recognized and fostered by our reward system.
- Residential and day trips are seen as an excellent way of developing positive relationships and mutual understanding.
- Be Kind Team to offer peer support.
- Working with a Restorative Justice approach, including Mediation and Counselling schemes.
- Regular audits and questionnaires are undertaken ensure students feel safe.
- Transforming Conflict.

The policy is in line with the school's Behaviour and Safeguarding policies and Keeping Children Safe in Education 2025. The school is committed to providing a caring and safe community within which pupils can thrive.

What is Bullying?

Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group, where the relationship involves an imbalance of power. This is also referred to as child on child abuse.

It is important to recognise that abuse isn't always perpetrated by adults; children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as 'child-on-child abuse' (formally known as peer-on-peer abuse) and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse.
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent.
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
- 'Up skirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Up skirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

Bullying is therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPES OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic/biphobic - Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

• Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Birches Head Academy will not tolerate Child on Child abuse in any form. The Academy have Be Kind ambassadors who work with staff to support all members of the school. Pupils, parents and staff can report any incidents of suspected bullying to Form Tutors, Learning Coaches, Heads of Learning and the Safeguarding team.

All reported incidents will be fully investigated, with all parties informed throughout the investigation process. This applies to incidents online, following any incident, the school will support all pupils involved to ensure they feel safe and comfortable in the school. All related sanctions will be applied in line with the Academy Behaviour and Safety policy. Annual training is delivered to all staff to support all adults to prevent and identify bullying issues.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be:

The Academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The Academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally.
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Key staff

All staff will take responsibility for dealing with any incidents of bullying. There is a clear line of responsibility and referral for dealing with incidents: The Form Tutor will be the member of staff initially responsible for dealing with incidents within their form and will discuss with their Head of

Learning.

Should it be necessary, the Form Tutor will refer the matter to the Head of Learning who will then take over the responsibility. Should the matter still not be resolved, it will be referred to the assistant principal who has responsibility for unkind behaviour and bullying across the academy. Should the matter still not be resolved, this will then be referred to the Vice Principal and finally the Principal.

In curriculum areas, the pattern should be replicated – Classroom Teacher, Subject Leader, and so on. The Head of Year should be kept informed by the subject leader. Occasionally, bullying is reported to staff and the structure above may not be suitable. Heads of Learning should be alerted to this and discuss the actions with appropriate member of the Senior Leadership team.

The defining features of bullying

In tackling bullying we should accept that:

- Bullying is repeated behaviour not just individual incidences.
- Bullying is a form of aggressive behaviour, which is usually hurtful and deliberate
- Other pupils support the bully by their silence.
- It is difficult for those being bullied to defend themselves
- There is no such excuse as 'just a joke'.
- It is easier to identify physical and cyber bullying although verbal bullying can be worse.
- An underlying feature is an abuse of power and a desire to intimidate and dominate
- Bullying can be subtle
- In response we should support the victim, impose sanctions on the bully and seek to support the bully in abandoning bullying behaviour.

Students are expected to behave well, to include not doing anything that is inconsiderate to others. Teachers are in the position of loco parentis for students during the academy day. This means in particular that:

- There is no excuse for rudeness or disrespect towards any staff, visitors etc.
- Students should do what they are asked to do without argument.

The school considers all forms of bullying to be equally unacceptable. It is important not to under-estimate the long-term effects that 'psychological' (non-physical) forms of bullying can have. Those who have suffered from bullying often report that they recover from any physical injury or pain much more quickly than they get over the feelings of humiliation, anxiety or fear.

Unless checked, 'low key' bullying such as shoving or name-calling can escalate if the bully finds that the bullied pupils respond in a particular way. Bullying is recognised as being different from other kinds of aggressive behaviour: it is ongoing and is an abuse of power.

The school recognises that bullying may not be merely confined to the way children treat each other: Occasionally children may bully adults, especially when children are in groups, and when children seek to undermine or intimidate adults.

Occasionally children may experience bullying behaviour from adults; this is often when adults abuse their positions of power or authority. As a school we endeavour to always show our academy values, including respect and compassion for all. If this is not the case, the school complaints procedures are followed. For further information on cyberbullying as listed above, please refer to the academy's Safeguarding and e-Safety Policy.

Strategies for the prevention of bullying

We continue to develop a range of strategies to prevent bullying. Below are some strategies which the school currently undertakes and is developing:

Supervision

Pupils supervised by staff at lunch and break. This includes Senior Members of Staff, Heads of Year, Learning Coaches and Teaching assistants.

Corridors

Staff should be present and vigilant on corridors at lesson change over, and should greet their classes by the door as per the 'Consistency across the Academy' protocol.

Consistency Across the Academy

Controlled entry and exit to classrooms, helps reduce opportunity for conflict on corridors e.g. pupils pushing each other, deliberately walking into each other, overcrowding etc.

Resources

Teachers are expected to ensure that there are enough materials for all pupils to use.

Punctuality to lessons

Staff are expected to arrive on time to lessons and be waiting with one foot in and one foot out on their classroom door ready to greet pupils. Most staff have their own classrooms, which enables this to happen.

Behaviour Policy

Staff are expected to follow the school's behaviour policy and use it as a working document.

Immediate Action

Members of staff to whom bullying incidents are reported should ensure that any incidents are either dealt with immediately by him/herself or passed on to the Subject Leader or Head of Year (dependent on the route).

Classroom management

Teachers are expected avoid the use of sarcasm and threats as a means of classroom management. Reference should be made to the staff 'code of conduct', also recognised as 'Safer Working Practices 2024'

Consistent sanctions

Teachers are expected to use sanctions in a consistent fashion, according to the school's behaviour policy.

Individual recognition

The school's ethos values effort and achievement relative to individuals, not only high achievement. This is illustrated in the school's Annual Awards Evening, as well as termly achievement assemblies and in the newsletter.

Awareness and familiarity with policy

All stakeholders including staff, pupils, parents and governors should be aware of the policy, its purpose as a working document, and how to deal with bullying should it arise.

Assertiveness Training/self-esteem work/ restorative justice for bullied pupils.

This will often be undertaken by the pastoral team after referral from HOL or via GAS or AIM meetings.

Anti-Bullying Ambassadors

Pupils throughout the school support their peers through Anti-Bullying Ambassador roles. Antibullying ambassadors offer support to their peers and are a key link between pupils and pastoral staff. They are known to other pupils as the Be Kind team.

Tackling bullying through the curriculum

Many subject areas could be used to promote anti-bullying values and co-operative behaviour.

For example:

- making direct reference to the behaviour of a group illustrated by an incident in history, current affairs or fictional account.
- Plays, poetry and fiction used as a basis for discussion.
- Art work, creative writing, role-play, and drama
- Most subjects allow for group tasks, experiments or team building
- Drama can be used in assemblies for promoting anti-bullying behaviour

PSHE/Be More time

- Pupils explore different forms of bullying and its effects.
- Pupils consider the role played by all in the bullying process by considering responsibilities of the whole community in preventing and tackling bullying.
- Pupils are made aware of where to go for help if they are a victim or witness of bullying, as well as developing an understanding of the need for rules and rights.
- Pupils explore what can be done to stamp out bullying, encouraging pupils to take responsibility for their own behaviour and to challenge the concept of bullying.
- This is taught throughout the Key Stages, exploring text and cyberbullying and how to tackle it.

- Lessons involve scenarios, drama, discussion, and reflection.
- Assemblies led by Heads of Year and the Senior Leadership Team and assemblies held by external agencies.

Teaching styles that help reduce bullying

School staff should consider the possible influence of their own behaviour towards pupils.

Bullying preventative teaching:

- Treating pupils with respect.
- NOT setting up victims. E.g. sitting a child near a student who you are aware could intimidate him/her.
- Presenting good role models – using power and authority appropriately.
- Explicitly stating that bullying is NOT acceptable.

Reporting Unkind Behaviour/Bullying

Pupils often report bullying. They rarely keep it to themselves, no matter how worried they feel about being found out they have told someone, or how insignificant they may feel it is, or how much they maybe perceived by others as being weak.

It is only when staff are told about the unkind behaviour/ bullying that the school can act to stop it, and support the victim.

The school has a clear reporting system. Pupils at Birches Head Academy usually either:

> a) **Tell a trusted adult in school or**
> b) **Tell their Form Tutor, Head of Year or Learning Coach**
> c) **Use the "Tell Us" function on the Academy website**

Pupils should tell an adult as soon as it happens. They are encouraged to do so, and the school values lead pupils to understand that this is something which will not be tolerated.

The Form Tutor, Head of Learning or Learning Coach is usually the main point of contact at first. If pupils decide to tell another adult in school, the concern will be shared as soon as possible with the Form Tutor/Class Teacher/Subject Leader/Learning Coach and/or HOL. One of these named adults will discuss the problem with the child.

If it is decided the issue is of a bullying nature, the pupil will be asked to complete a statement where she/he will write down the details of the bullying incident. The incident will be referred immediately to the pupil's Head of Learning if outside lesson time.

The Head Learning/Subject will then investigate the concern, and if necessary, take appropriate action. This may include sanctions as listed in the Behaviour Policy and E Safety Policies, depending on the nature of the behaviour. It may include parental contact, detentions, Internal Exclusion, restorative intervention, SLT intervention, segregation at break and lunch or Suspension. The decision on the sanctions will be made by the HOL/SLT/Principal, and parents of the perpetrator will be informed.

Tell Us

This is a confidential way of informing the school if you have a concern about anything. Using our website, https://bircheshead.org.uk/tell-us/ , the tell us reporting system can be used by students/parents to safely submit any concerns confidentially, so that we
can help and support when and where needed. This button can be located on the homepage of the Birches Head Academy website.

Outcomes

- Head of Learning/Subject will determine the appropriate course of action.
- Where possible, both victim and bully will be asked to reconcile the situation via mediation/conflict resolution.
- The Head of Learning/Subject will record all incidents of bullying and inform parents, with a view to resolution.
- Students may be referred to counselling services provided by outside agencies.
- Support to change the behaviour of the bully through school intervention programmes and through PD curriculum.
- Sanctions may be applied. Exclusion will be considered.
- After the incident has been investigated and dealt with, each case will be monitored.

Staff reporting incidents of unkind behaviour.

All staff will take responsibility for dealing with any incidents of. There is a clear line of responsibility and referral for dealing with incidents that are witnessed by or reported to staff members.

All staff should understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Staff should be able to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports in line with their child protection policy. Even if there are no reports of child-on-child abuse, it should be recognised by schools and settings that this does not mean it is not happening, it may be the case that it is just not being reported.

Stage 1

Any unkind behaviour between pupils is reported by staff and tracked weekly by the Assistant Principal. If a pupil is unkind to the same individual twice, it is logged as bullying and escalated to Stage 1. If the incident occurs outside the classroom, the Head of Learning (HOL) leads the process. If it occurs inside the classroom, the Head of Department (HOD) leads the process while keeping the HOL informed. The relevant staff member will notify parents about the incident and the resolution.

Stage 2

Staff members refer the witnessed/reported incident to pupils Head of Learning, as it cannot be

resolved at stage 1. The Head of Learning investigates further and takes key steps to resolve the matter and informing parents.

Stage 3

Head of Learning refers an unresolved, reoccurring incident and all supporting evidence on to the Assistant Principal. The Assistant Principal investigates further and takes key steps to resolve the matter and informing parents.

Stage 4

In the rare occasion that an incident is not resolved and occurs again, The Principal and/or Vice Principal will be involved in deciding on the sanction or support that needs to be given. This may include some of our most serious sanctions of suspensions, or time at another school.

Escalation

The Head of Learning will contact the parents of both parties and put in place measures to support the victim and solve the problem with the perpetrator. This may involve input from the pastoral teams.

Parents reporting unkind behaviour/bullying

Parents may contact school, often in some distress, to report that their child has been bullied. Their concerns will be taken seriously. Reception is the first contact for parents telephoning the school. Therefore, all staff should be familiar with the policy. Parents contacting the school will be referred to the child's Form tutor in the first instance.

Good practice includes:

- Recognising that the parent may be angry or upset.
- Keeping an open mind – bullying may be difficult to detect, so lack of staff awareness does not mean bullying has not occurred.
- Remaining calm and understanding.
- Making clear that the school does care and that something will be done, explaining the school policy and making sure that procedures are followed. When a case is referred to a Head of Year, the member of staff should:
  - o Ask for details and record the information.
  - o Make a further appointment to explain actions and find out if it has stopped.
  - o Follow up with staff to ensure that appropriate action has been taken.
- o Ensure that school policy has been implemented.
- o Many of the same points apply when the school has to tell parents that their child has been involved in bullying. Parents are more likely to respond positively to a calm approach, which follows the agreed guidelines of an anti-bullying policy with which they are familiar.

Bullying outside of school premises

As per the Department for Education Guidance 2025, the Academy will look into the incidents of bullying outside of the school in accordance with this policy. This can include travel to and from school whilst in school uniform, sanctions may follow, in line with the school's Behaviour Policy.

Recording unkind behaviour/bullying

All records relating to bullying incidents will be stored electronically and in the pupil file. Sanctions for incidents will be recorded in the pupil files and on Synergy.

The Level 3 Behaviour Form includes a category of 'bullying' to be filled in by the relevant middle or senior leader.

Responding to reports of bullying

Staff

The fundamental aim of the policy is to work towards the prevention of bullying, rather than reacting to incidents of bullying with a list of sanctions. Although bullying needs to be stopped, punishment is rarely the most effective method of responding to pupils who bully others.

The school will consider a range of responses to bullying and consider each incident individually.

Involving Parents

Involving parents is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children of all ages. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

Useful approaches include:

Monitoring and evaluation

The policy will be updated and reviewed annually and will involve all pupils, staff and parents. The policy will then be monitored by key staff i.e. Heads of Year/ SLT. Key staff will monitor the effectiveness of the policy and will consider:

- Regular consultation and communication (policy available on website).
- Advising parents about possible consequences of bringing valuable items to school (through parental handbooks).
- The views of parents, pupils and staff
- The process for reporting bullying
- The number of pupils reporting bullying and types of incidents; the system of storing records via SIMS and pupil files.
-

The effectiveness of the policy will be evaluated by the Senior Management Team. After a whole year, the possible effects might include:

- The range of actions taken when dealing with bullying Preventative measures
- Staff more vigilant and responsive to bullying.
- Fewer pupils report being bullied.
- More pupils say they would not join in bullying someone else
- More pupils being able to name a member of staff they would speak to if they were being bullied or if they saw bullying taking place.

APPENDICES

Appendix 1 - Specialist organisations to support the anti-bullying policy

The Anti-Bullying Alliance (ABA) (www.anti-bullyingalliance.org.uk): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying (www.beatbullying.org): A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for Parent/Carers, Beatbullying have developed the Cyber mentors peer support programme for young people affected by cyber-bullying.

Kidscape (www.kidscape.org.uk): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and Parent/Carers about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying: ChildNet International (www.childnet.com): Specialist resources for young people to raise awareness of online safety and how to protect themselves

Appendix 2 – FACTORS WHICH INFLUENCE CHILDREN IN BECOMING BULLIES OR VICTIMS

Children who bully
Home
 • Little status gained – little verbal interaction physical/verbal aggression features
 • Parent models bullying behaviour – few rewards/praise
 • Limited interest in the child
 • Negative sanctions

Individual
 • Low self-esteem
 • Low academic attainments
 • Charisma/dominance
 • Few positive skills

School
 • No rules/boundaries

 • Intervention
 • No policy re unacceptability
 • Models of teachers bullying – covert support
 • Opportunities to bully
 • Geography of the school
 • Lack of supervision
 • Poor communication with parents

Children who are Victims
Home
 • Possibly overprotective- not allowing independence – non-assertive role models
 • Lack awareness about growing up
 • Lack of "street cred" – poor appearance

Individual
 • Minor disabilities – clumsiness – physical features – lack of assertion – sensitivity, few friends – quiet – problems making retaining friendships
 • Low self-esteem – few attributes

School
 • No acknowledgement – no security
 • No policy – weak pastoral system
 • No communication with parents

Signs and Symptoms

There is no fool proof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators, which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks
- Belongings repeatedly going missing
- Refuses to say why he/she is unhappy
- Distressed at the thought of going to school
- Refuses to go to school
- Reports aches and pains
- Frightened of walking to school alone
- Changes route to school
- Has started taking longer to get home from school
- Seems withdrawn/unhappy or in a world of his/her own

- Cries at bedtime
- Returns home with torn clothes or damaged schoolwork
- Returns home hungry (lunch/snack money stolen)
- Asks for more money than usual or steals money (to pay off bully)
- Loses interest in schoolwork or finds it harder to concentrate
- Refuses to go out to play or stops going to clubsin the evenings or at weekends

Appendix 3 - Effects and Consequences of Bullying

Bullying is frequently an aggressive and abusive activity, which is potentially very harmful and dangerous. There is often a need to impress upon members of the school community the serious consequences of letting bullying continue without taking any action.

These effects can be seen at any or all of the following levels:

Individual level – Safety and happiness of pupils

- lives are made miserable – injury
- loss of self-confidence – low self-esteem increasingly
- isolated as others "move away"
- poor self-esteem – self blame
- truancy
- poor concentration affects learning and levels of achievement

- subject options choice to avoid other children
- later adult disturbance/depression, death

Classroom level

- dynamics of the class group can maintain or prevent bullying
- bystanders learn that bullying works – they learn "putdowns" and ways of exerting power "ripple effects"
- disruptions and unease within the classroom

Systems level

- 20% of those being bullied take time off because of it.
- bullying results in a reputation for being an ineffective, uncaring school a school that parents would not opt to send their children to
- provides a poor model of behaviour that affects the ethos of the school

Appendix 4

REPORTING UNKIND BEHAVIOUR

Pupil reports to staff | Pupil reports to Parent | Pupil, parent or member of the public reports via the "Tell us" Button | Member of staff witnesses the incident | Pupil Reports to "Be Kind Ambassador"

Safeguarding team refers to the relevant member of staff

Member of staff refers to the behaviour policy, deals with the incident. It is then recorded by the member of staff on School Synergy as "Peer Issues"

Member of staff deems it is a breach and reports to their Line Manager via a Level 3 Incident Report Form.

Incident is dealt with in line with the Behaviour Policy and the pupil is sanctioned. Recorded by the relevant member of staff.

The "Unkind" behaviours are repeated and persistent over time

The incident is dealt with in line with the Anti-Bullying Behaviour Policy. Logged on CPOMS by the Gatekeeper.

The perpetrator receives support | The victim receives support

Restorative work between both pupils / pupil groups is conducted