
Priory Hurworth House School



ANTI-BULLYING POLICY **(Also known as Peer to Peer abuse)**

'Inspiring for success'

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

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Associated Priory Policy:	Safeguarding E –Safety and acceptable Use policy	Number:	OP06 V23 OP15 VO8
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Framework and Legislation

This policy draws on Department for Education guidance on dealing with bullying, particularly ‘Preventing and tackling bullying – Advice for head teachers, staff and governing bodies’ 2014. This policy should be read in conjunction with the Behaviour policy and Safeguarding policy which is available on the school website or can be requested from the school office.

This policy is supported by the key principles of the Children’s Act, 1989 that the child’s welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2015, highlighting that every assessment of a child, ‘must be informed by the views of the child’ and within that ‘It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2015:23) This is clearly echoed by Keeping Children Safe in Education, 2020 through ensuring procedures are in place in schools and settings to hear the voice of the child.

The Independent School Standards (England) (Amendment) Regulations 2012 state that the proprietor of an academy or other independent school is required to ensure that an effective anti-bullying strategy and health & safety strategy is drawn up and implemented.

Introduction

At Hurworth House we believe that all young people have a right to attend school and learn in a safe environment. Young people should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

The primary objective of this policy is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

The Governing Body will regularly review the Behaviour & Safeguarding Policies which the Head teacher must consider, in determining the measures to promote good behaviour and discipline. **The Governing Body, Head teacher and Staff** will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, faith, gender, disability or sexuality. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

The Head teacher and senior leadership team have overall responsibility for the policy and its implementation. Incidents of bullying will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying and to identify what provisions or support can be implemented to prevent any future cases of bullying from occurring.

All Staff (teachers, support / service staff) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is essential for creating a high quality and safe learning environment, promoting good behaviour and implementing the agreed policy and procedures consistently.

Parents / Carers and multi-agency teams will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school and that pupils respect both similarities and differences between themselves and other members of the school and the wider community. Parents will be given advice and support to prevent bullying.

Pupils will be taught through the creative curriculum, in particularly through PHSCE about positive and negative behaviours including bullying at a level that is appropriate to their cognition level. At Hurworth House we educate our young people on peer to peer abuse through a strong and positive PHSE citizenship curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. This is further supported by therapy teams if appropriate.

Purpose and Aim

At Hurworth House School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact

on that individual child's emotional and mental health and well-being.

At Hurworth House we aim to prevent bullying by:

- fostering a whole school Hurworth Way ethos of good behaviour, mutual respect, and consideration for one another.
- creating a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others.
- Raising awareness about bullying through opportunities in the curriculum, particularly through PHSE.
- Developing pupils' social skills, confidence, resilience and self-esteem; and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect.
- Making it clear to all that there are effective procedures for reporting, investigating and tackling bullying.
- Making it clear to all that incidents of cyberbullying or bullying of any kind that occur off the school premises but have an impact on the classroom environment or relationships between pupils will be pursued with the same seriousness as bullying occurring within school.
- Making it as easy as possible for pupils who are being bullied to talk to someone they trust and get help confidentially.

All our staff are trained in recognising and responding to bullying. We have dedicated anti bullying lead who is part of the safeguarding team.

What is Bullying? -It is the willful, conscious desire to distress, threaten, hurt, humiliate, intimidate or frighten another. It is persistent behaviour by an individual or group with the intention of verbally, physically or emotionally harming another'. *Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying.* Bullying is the abuse of power in a relationship, It can take place between pupils, pupils and staff, or between staff; by individuals or groups; face to face, indirectly or by using a range of 'cyber bullying methods'. Bullying also includes Peer to Peer abuse and typically demonstrates the following characteristics:

A research review for the NSPCC produced a useful definition of the five essential components of bullying:

- There is an **intention to harm** e.g. a person teasing another with the intention of deliberately upsetting them.
- There is a harmful outcome: a person or persons are **targeted** and hurt emotionally or physically.
- The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook.
- There is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people.
- There is **unequal power**. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

People can experience bullying for a variety of reasons. Bullying may be related to:-

- Race, religion or culture, sexual orientation.
- Special educational needs (SEN) or disability
- Health conditions
- Sexual orientation / homophobic
- Sexist or sexual bullying
- Being a young carer, being looked after or otherwise related to home circumstances.

Bullying can involve power imbalances that make it hard for the victim to defend themselves. It is usually persistent and often can involve no remorse or acknowledgement of the victim's feelings and may take many

forms, including the following **types of abuse** :-

Verbal	e.g. name calling/unpleasant, homophobic, racist in nature, Prejudiced in nature
Physical	e.g. being assaulted/ pushing, pinching, any form of violence (this may be disguised as 'fun fighting')
Emotional/ Psychological	e.g. tormenting, humiliation, threatening ridicule, pressure, blackmail, extortion, forcing others to take drugs / alcohol
Social	e.g. being left out/ no one talking to you, peer pressure
Material	e.g. possessions stolen/damaged
Sexual Exploitation	e.g. Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, indecent touching, sexual assault etc.) Forcing others to watch pornography or take part in sexting. Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight) Photographing or videoing other children performing indecent acts

There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Types of abuse

Abuse is abuse and should never be tolerated or passed off as 'banter' 'just having a laugh' or 'part of growing up'.

Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2020).. It is important to consider the forms abuse may take and the subsequent actions required.

An Imbalance of Power

Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Upskirting

Upskirting is where someone takes a picture under a person's clothing without their permission.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former

partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Cyber bullying (See also *E-safety and acceptable use policy*)

Cyber bullying is a method of bullying rather than a type. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. **Cyber bullying** uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school and at any time of the day or night. This can include inappropriate texting and emailing, letting people use their phone to bully others, use of new social media sites and social networking sites, sending offensive or degrading images by smart phone or the internet. It can take the form of any of the types outlined above. The school also makes more detailed information on e-safety and how it can lead to cyberbullying available to parents through our monthly newsletter.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available using this link to the document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

It is important to state that cyber bullying can very easily fall into criminal behavior under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

The seriousness of the bullying depends on a number of factors including:-

- How much hurt was intended
- How often it happened
- For how long it occurred
- What the effect was on the bullied child
- How threatening the bully was
- How personal it was
- How many were involved
- The ability of the bullying child to understand the impact
- Was it provoked or unprovoked
- Was it planned
- Was the person trapped

- The perceived status of the bully
- The reaction of onlookers

Onlookers who ignore bullying will be seen to be condoning it.

WHY DO SOME PEOPLE BULLY?

Bullies tend to rationalise their own behaviour and to justify their treatment of the victim. A victim may in turn end up believing that they deserve to be bullied. The life history and psychopathology of a young person will influence whether that young person will seek to dominate others or whether he/she will seek victim status. It is important that members of staff develop an understanding of the processes involved. A victim may in turn seek to bully the more vulnerable.

There are a number of different reasons why someone becomes a bully, including:-

lack of confidence	Unhappiness	Jealousy
Being a victim of someone else, possibly in the past	They experience fear	They feel weak

A bully may be trying to achieve some of the following:

To feel superior	To get rid of their own fears
To make themselves popular	To get rid of their anger or frustration
To gain attention or material things	To make up for low self-esteem or lack of success

Criminal law

There is no legal definition of a hate crime. However, the police and the CPS have an agreed definition of hate crime as:

‘any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.’

There is a distinction between a hate crime and a hate incident. A hate incident is any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

The School will support the discipline of pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The school will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of

the public, the police will always be informed.

AFFECTS OF BULLYING

The following affects are given as examples of the effects of bullying upon a Young Person. It is not intended to be an exhaustive guide and further reading on the subject is recommended. The signs may not in themselves indicate that bullying is taking place but sudden changes in behaviour are indicative of stress. Although there may be other causes for these symptoms teachers, parents and fellow pupils should be alert for these possible signs of bullying and contact a member of the behavior or safeguarding team if they are concerned.

Withdrawal	The victim may appear quiet and sullen, refusing to join group activities or school, avoiding friends and others, refusing to say what is wrong or loss of confidence.
Over sensitivity	The victim becomes easily startled, irritable or aggressive, has an exaggerated sense of unfairness
Aggression	Held in anger and frustration is acted out in interactions with peers and adults.
Lacking concentration and motivation	When in a state of anxiety or fear the victim is unable to concentrate in school or other activities in anticipation of further episodes of bullying.
Missing possessions	Sometimes a victim attempts to appease the bully by money or possessions. Implausible reasons for the loss of personal items are often given.
Stealing	A victim may resort to stealing goods or money to satisfy a bully's demands. Stealing may also be an external expression of the distress a victim feels.
Injuries / self-harm	A victim of bullying often tries to explain away bruises, burns or other signs of abuse. The victim may resort to self-harm typography.
Low self esteem	A victim may become painfully conscious of their given weaknesses, disability or appearance.
Disturbed sleep	Night time holds special difficulties for a victim. They may show anxieties and fears, become disruptive at bedtime, sleep poorly, nightmares and suffers from fatigue.
Enuresis	Often a sign of anxiety, sometimes as part of a longer term problem. It is important to monitor any increased frequency or re-activation.
The victim bullies	This may occur as the victim tries to re-establish their damaged self-esteem.
Regression	A frightened person may revert to earlier patterns of behaviour, becoming clinging and dependent and displaying symptoms of anxiety.
Depression	Symptoms of depression or threats of suicide are the more serious outcomes of the internal struggle to be rid of intolerable fears.

DIFFICULTIES IN REPORTING BULLYING

There are a variety of reasons why bullying may go unreported, such as:-

<ul style="list-style-type: none"> • Fear of reprisal from the bully • Not wanting to be seen to tell tales or 'grass' • Fear of losing friends or of being isolated 	<ul style="list-style-type: none"> • Shame at not being able to deal with it • Not wanting to worry parents or carers • Feelings that that they are deserving of it
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ACTION TO BE TAKEN

- Any incidence or allegation of bullying is to be treated seriously and promptly.
- Record the incident, investigation and outcome thoroughly and carefully.
- Report incidents to the Safeguarding Lead Officers or Head teacher who will centrally log and monitor incidents for both perpetrator and victim – responses will follow a stage 1-3 process (see Appendix 1,2)
- Inform other staff/ parents / carers and team around the child.
- Support the victim especially in strategies to avoid further bullying.
- Ensure that the bully receives support and guidance.

Bullying can be stopped through a combination of **PREVENTION and RESPONSE**. Although the type of bullying /abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

Reporting

It is important to deal with a situation of peer abuse **immediately and sensitively**(see appendix 3 staff guidance) It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon as possible. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

Pupils Who Witness Bullying

All pupils are encouraged to be respectful and kind to their peers at a level appropriate to their cognition level. Pupils are always encouraged to disclose any concerns about bullying to a person they can trust so that they can help their peer. Pupils are encouraged to speak openly and honestly at all times within school and to disclose all forms of bullying, whether carried out by another pupil or by an adult. We have a student voice panel where students can report in any concerns they may have on a weekly basis. **The Hurworth Way – Consider what you say** ethos supports expectations of how we all wish to be treated. Pupils are made aware they need to tell to keep everyone safe not just themselves as it may happen to others also.

All reports of bullying will be taken seriously by the safeguarding team and investigated immediately. Everything that happens will be carefully recorded. The most important thing is to stop the bullying and ensure the victim is safe.

Gather the Facts

Safeguarding and or the anti-bullying lead speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. We do not adopt a line of questioning but ask the young people to tell us what happened. We will only interrupt the young person to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Be assured that we take every report of bullying seriously and will act upon it, even if it occurred outside the school. Bullying is recorded in detail each week via the schools daily briefing. Senior staff highlight trends and identify interventions on a weekly basis. The school keeps a log of all bullying incidents which is monitored in order to identify trends and inform preventative work in the school and future development of policies and procedure. Form tutors and the Safeguarding Team, who have an elected anti bullying lead work closely together to support pupils and combat any cases of bullying.

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another? (see appendix 2 for staff points to consider)

Decide on the course of course of action

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved. At Hurworth we have a **stage 1-3 approach**; the stages ensure that if further action recurs there are additional interventions of intensity attached. Dependent on severity young people receive 3 warnings regarding their behavior, the third warning will trigger stage one (see appendix 1,2) Staff monitor the situation through this process to ensure that the bullying does not continue. Guidance and help will be available for the perpetrator to help change his/her behaviour. The victim will be supported throughout the process.

Safeguarding

A bullying incident will be regarded as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm (Children Act 1989).

If from the information gathered we believe any young person to be at risk of significant harm we will inform the Headteacher and designated lead for safeguarding who will make a referral to social care immediately (where a crime has been committed the police will be involved). If this is the case, once social care has been contacted and made a decision on what will happen next then we will be informed of our next steps. The school will remain in regular contact with the parents until the situation is resolved. In any serious case of bullying the Headteacher will be informed and the school will work with the parents of both the victim and the perpetrator.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

Managing allegations against other pupils

DfE guidance Keeping Children Safe in Education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-to-peer abuse. In most instances, the conduct of students towards each other is covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm.

Key specific considerations will include:

The age, maturity and understanding of the children.	Any disability or special needs of the children.
Their social and family circumstance.	Any evidence in the behaviour or presentation of the children that might suggest they have been harmed.
Any evidence of pressure to engage in sexual activity.	Any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Informing Parents/ Carers

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then school will inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. In all circumstances where the risk of harm to the child is evident, then the school should encourage the young person

to share the information with their parent.

At Hurworth House we aim to inform parents face to face if unable we make telephone or email contact. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another. This will be the decision of one of the Designated Leads for Safeguarding.

Support for the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling / therapeutic support or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

At Hurworth we recognize that additional interventions can be considered ones which may target a whole class or year group for example a deep learning session on cyber bullying, relationship abuse etc. In addition the PHSE curriculum addresses certain issues offering forums alongside the student voice for further discussion and debate.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This can be in the form of restorative justice and or mediation sessions e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that the young person cannot be educated on site until the investigation has concluded. In which case, the young person is provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may need to be reviewed. This, wherever possible, is to be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents.

After Care At Hurworth we provide training in **effective debrief** and sensitive handling so all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

At Hurworth we offer a robust debrief system for victims and perpetrators to discuss their thoughts feelings with a primary focus on developing a lesson learnt culture which can measure the impact of actions and further develop strategies.

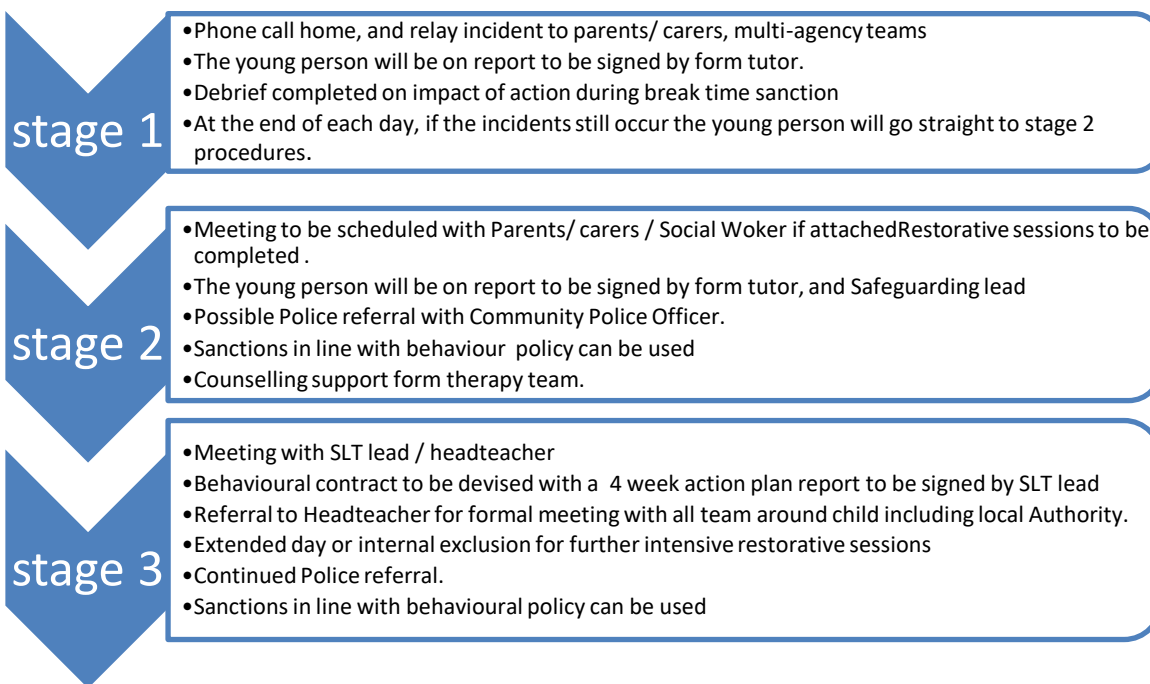
The restorative approach

This approach encourages the reporting of incidents by reducing the pupil being bullied anxieties about

repercussions and educates the pupil who is bullying, by increasing their understanding of the difficulties caused by bullying, and encouraging bullies to take responsibility for their actions. This will be implemented through the PSHE curriculum in school and where appropriate in 1-1 and small group sessions at a level appropriate for the pupils. If those involved do not respond to the restorative approach and bullying continues sanctions in line with the school's behaviour policy will be implemented.

Appendix 1

Stage 3 Anti-bullying processes



Appendix 2 stage -Letters
Stage 1- anti bullying letter

Dear _____

I am writing to inform you that, _____ has had three warnings, with regard to their behaviour towards another child in school. Your child has spent time with our safeguarding team in order to reflect on their behaviour.

I am sure you do not wish for this behaviour to continue, and would ask that you support us in speaking toabout the importance of behaving respectfully towards others in school.

Should there be further incidents, you will be informed of this.
If you wish to discuss what has happened, please contact me via the school office.

Yours sincerely

Form Tutor

Stage 2- anti bullying letter

Dear _____

I am writing to inform you that despite warnings and support with behaviour towards others in school, _____, has persisted in causing distress/harm to another child.

In order to further supportin appropriate behaviour your child will receive a series of interventions regarding anti – bullying from school staff these will take place in break time sessions.

.....behaviour will be monitored via a report, and if there is no immediate significant improvement, you will be invited in to school, to discuss ways we can work together to supportin changing their behaviour.

Should you wish to discuss what has happened, please contact me via the school office.

Yours sincerely

Safeguarding team

Stage 3- anti bullying letter

Dear _____

I am writing to inform you thathas, despite monitoring and support, continued to engage in behaviour that is unacceptable towards another child.

Please could you contact the school office, to arrange a mutually convenient time for us to meet, to discuss this. It is important that everyone is clear as to what has been going on, and that we find a solution to ensure this behaviour stops.

At this meeting an Action Plan will be formed, to whichwill agree, and this will be monitored over a period of 4 weeks. You will be given a copy of this, so you can supportin adhering to it.

At this meeting, a Behaviour Contract will be drawn up, which your child will agree to follow. This contract will be closely monitored.

You should be aware that failure to abide by this contract may result in your child running the risk of exclusion. This is something we wish to avoid at all costs, and I am confident, that if we work together, we can reach a positive outcome.

I am confident, that if we work together, we can reach a positive outcome.

Yours sincerely

SLT lead

Appendix 3

Points to consider for staff to aid stage response

What is the age and competency of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? What is their competence and level of understanding?

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? e.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the designated lead for safeguarding.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?