



New Perspectives School Anti Bullying Policy

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New Perspectives School
is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our children at all times.

1. Introduction

All members of New Perspectives School's community have a right to live, learn and work in a safe, secure and positive environment. Bullying of any kind (including bullying of staff and children by visitors) is wholly unacceptable and will not be tolerated.

New Perspectives School recognises its duty under the [Education and Inspections Act 2006](#) to establish and maintain a behaviour policy for the school that encourages good behaviour and respect for others and prevents all forms of bullying amongst pupils, and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the [Education Act 2002](#).

We also comply with [The Education \(Independent School Standards\) Regulations 2014](#) and have regard to the DfE guidance '[Preventing and tackling bullying](#)' (July 2017).

New Perspectives School acknowledges the obligations associated with the [UN Convention on the Rights of the Child \(UNCRC\)](#), the [Children Act 1989](#), the [Human Rights Act 1998](#) and the [Equality Act 2010](#). We also follow current DfE guidance, '[Keeping children safe in education](#)' (2024), '[Working together to safeguard children](#)' (Feb 2024)¹, HM Government advice '[What to do if you're worried a child is being abused](#)' (2015) and the Local Safeguarding Children Partnership's² policies, procedures, guidance and protocols.

We will take immediate action, where we believe an individual may be at risk, or it is alleged that an individual is suspected of being bullied or is bullying others. Our primary concern, at all times, is the welfare and safety of all members of our community including children, staff and visitors.

This policy and all associated procedures apply to all staff (including all members of Care Perspectives Limited (New Perspectives School's parent company) Senior Management Team, New Perspectives School's Leadership Team, consultants, agency staff, volunteers, students on placement and any other individual working for, or on behalf of New Perspectives School), children and visitors and should be read in conjunction with other safeguarding and employment policies including (not an exhaustive list):

- Administration of Medication Policy
 - Safeguarding and Child Protection Policy
 - Complaints Policy
 - Curriculum Policy
 - Driver and Vehicle Policy
 - Drugs, Alcohol and Tobacco Policy
 - Equality and Diversity Policy
 - Exclusion Policy
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- Grievance Procedure
- Health and Safety Policy
- Behaviour Policy
- Off-Site Visits Policy
- ICT and Safer Internet Policy
- Safer Recruitment Policy
- Restrictive Physical Intervention (RPI) Policy
- Safe Working Practice Policy (Code of Conduct)
- Searching, Screening and Confiscation Policy
- Self-Harm and Suicide Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action, which might include summary dismissal (and referral to the [Disclosure and Barring Service](#) and the [Teacher Regulation Agency \(TRA\)](#), where appropriate) or termination of agreement or contract.

2. Definition of bullying

The government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

For further information on the **definition of bullying, forms of bullying, roles within bullying and signs and symptoms of bullying**, see Appendix 1.

3. Roles and responsibilities

The Chief Executive Officer (CEO) of Care Perspectives Ltd (New Perspectives School’s parent company) endorses this policy and has delegated responsibility for its effective operation to the Head Teacher. The senior member of staff with overall responsibility for dealing with bullying issues is the Anti-Bullying Coordinator.

It is the responsibility of all staff to consistently promote the principles and ethos of the anti-bullying policy through their work with and around children. Staff must take all necessary steps to make sure that individual children are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability or for any other reason. **This includes consistently challenging inappropriate interactions, including discriminatory, derogatory and aggressive language.**

Staff **must** report and record any bullying issues relating to individual children, to a senior member of staff.

For further information on the **roles and responsibilities** of the Designated Person and Pastoral Lead, see Appendix 2.

4. Dealing with bullying

We recognise that bullying is part of a continuum of behaviour and as such, there is no single solution. Different circumstances necessitate different responses.

(a) Dealing with bullying: prevention

Through a clear, consistent and positive approach to behaviour support, we have established an ethos and environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.

Low-level disruption and the use of offensive language can in itself, have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can also lead to a reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

Thus, all discriminatory behaviours are challenged; and help and support are given to children about how to treat others with respect. The use of disparaging and prejudice-based language, including comments associated with lesbian, gay, bisexual and transgender issues, racism, sexism and disability, for example, is wholly unacceptable and must never be excused as “just banter”. Staff, in particular, must lead by example in modelling positive relationships and communication with colleagues, children and visitors.

Staff must also be proactive in gathering, communicating and acting upon intelligence about issues between children, which may provoke conflict. This will, in turn, reduce the risk of bullying.

The development of peer group hierarchies and the existence of ‘top dogs’ are also known to represent a central mechanism in the dynamics of bullying; as a result, informal groups are closely monitored and action is taken, as and when appropriate.

• Supervision of children

Bullying (including cyberbullying) may occur at any time of the day, in any location. However, it is more likely to occur in quiet places when children are alone or with reduced or no staff supervision, for example:

- unsupervised classrooms
- corridors
- break times
- school dinner queues
- free time
- recreational activities
- vehicles and transport

Staff must also be vigilant and alert to bullying behaviours in group situations, which otherwise might go unnoticed. This is particularly true when attention is focused on access to a premium resource e.g., a games console etc. within a restricted time frame, such as break times.

Thus, we have established clear expectations about the proper supervision of children, which all staff with supervisory responsibilities are obliged to follow.

- **Rights and responsibilities**

We place a strong emphasis on rights *and* responsibilities - all staff and children have rights, and all staff and children have a responsibility to respect the rights of others. For further information on **rights and responsibilities**, see Appendix 3.

- **Education and support**

We help children to develop positive values, to understand difference, diversity, tolerance and inclusion, to understand the many different forms of bullying, how bullying affects people and how to protect themselves from bullying.

These messages are conveyed through school assemblies, PSD (Personal and Social Development)/PSHE (Personal, Social and Health Education) and other areas of the academic and social curriculum.

- **Anti-bullying campaigns**

Every year we participate in Anti-Bullying Week which is an annual campaign held in November. For more information visit [Anti-Bullying Week \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk).

- **Seeking the views of children, parents, carers, local authorities and staff**

Regular enquires are made of all children as to how safe they feel at New Perspectives School and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries as well as any associated actions.

- **Behaviour support plans and risk assessments**

Where a child has been involved in bullying, whether as victim or perpetrator, new information will be recorded, as appropriate.

Relevant information will be communicated to other staff, as soon as reasonably possible and the individual risk assessment and/or behaviour support plan will normally be reviewed and redistributed (where appropriate) within 72 hours.

All relevant staff are obliged to familiarise themselves with the current risk assessment and behaviour support plan for every child they are likely to have responsibility for educating, engaging, supporting or supervising.

All risk assessments and behaviour support plans are shared with children to enable them to develop the knowledge, understanding and skills necessary to manage their own behaviour effectively.

(b) Dealing with bullying: intervention

Bullying behaviour, wherever it occurs, has a negative impact on everyone involved. For further information on the effects of bullying, visit 'stopbullying.gov' at www.stopbullying.gov/at-risk/effects.

- **Recognising and responding to bullying concerns**

By establishing secure, positive and trusting relationships with children, staff empower them to seek help when they are worried about their own or others' safety. Children who have supportive relationships with adults in their lives are also more likely to turn to those adults for help in dealing with bullying.

Staff must be vigilant to physical, emotional and behavioural signs, which may suggest bullying (see Appendix 1). If a child chooses to confide in you, disclosing any form of bullying, ***the most important thing to do is to listen attentively without making any assumptions***. The child must tell their own story in their own time. Even what seems to be an unbelievable story must be listened to and acted upon appropriately.

While failure to resolve the situation promptly and effectively, may have damaging consequences; asking for help could make things worse if the person asked deals with it in the wrong way. Our response to bullying should be governed by a host of considerations, but irrespective of the circumstances, staff must ***never tell a child to “just ignore it”***.

- **Mediation**

Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. A key principle of mediation is that the people with the conflict are in the best position to find ways to resolve it.

- **Restorative approaches**

A restorative justice approach is concerned with affecting change through discussion. It can help staff, children and the wider community to reflect on what has happened, who has been affected and agree on ways to move forward.

For more information on restorative approaches to bullying, visit [‘What is restorative practice?’](#) on the [Anti-Bullying Alliance](#) website.

- **Communication, education and support**

We consider all forms of bullying to be wholly unacceptable and will emphasise the seriousness of such behaviour through communication, education and support.

Where a child is found to be persistently bullying another child, steps will be taken to manage their behaviour and minimise the risk they pose to others. It is also important to consider the motivations behind bullying behaviour; and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child(ren) engaging in bullying may need support themselves.

Senior staff may also decide to contact parents, carers and local authority professionals for a discussion which, in extreme cases, might involve the child being suspended from the school awaiting decisions about their future.

Where it can be established that a child has adopted the role of ‘assistant’, ‘associate’ or ‘reinforcer’ (see Appendix 1), further steps will be taken to educate and support these individuals, at the discretion of senior staff.

- **Reporting and recording incidents of bullying**

All bullying-related incidents (confirmed or otherwise) must be reported to senior staff and recorded in the Bullying Log, as soon as is reasonably possible (and normally within 24 hours of the incident). Monitoring/follow-up must be completed in accordance with Appendix 4.

Entries in all records must be legible, clearly expressed, non-stigmatising and distinguish as far as possible between fact, opinion and third-party information.

For guidance on what to do in a reported case of bullying, see Appendix 5.

Serious or sustained incidents of bullying must be reported to parents, carers and relevant authorities. All such communications must be recorded, in accordance with relevant policies, procedures and guidance.

- **Monitoring and follow-up**

Irrespective of the action taken, it is essential that the relationship between victim and perpetrator is monitored, and follow-up conducted to ensure the issues have been resolved and the strategies used have been effectively evaluated.

5. Staff training

We are committed to training all relevant staff in effective anti-bullying work including the principles and purpose of our policy; our legal responsibilities; how to intervene, protect and address bullying behaviours effectively and where to seek support.

6. Staff conduct and bullying

Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Bullying may occur between two individuals (perhaps by someone in a position of authority, such as a manager or supervisor, acting against a junior member of staff) or it may involve groups of people. It may be obvious, or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual.

It is important to emphasise, that staff are responsible and accountable for their conduct **at all times**, and this includes when attending work-related meetings, functions and events. Employees' behaviour must always conform to the setting's high expectations, irrespective of the day, time or location of the engagement. You must not behave in a way that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children; or bring New Perspectives School into disrepute, whether in front of colleagues, clients or members of the public.

For further information on **forms of bullying between staff**, see Appendix 1.

All allegations of bullying will be dealt with seriously, consistently, promptly and in confidence.

The first step for any member of staff who feels they are being bullied is to discuss the matter with their supervisor or line manager. If staff feel uncomfortable discussing the situation with their supervisor or line manager, they should approach the Head Teacher.

Any concern regarding the Head Teacher must be referred to the Operations Director, Care Perspectives Ltd, Rodrigo Ferreira via email r.ferreira@careperspectives.co.uk or telephone 07515 611910

If a bullying issue is identified, staff are urged to follow the process outlined below, if they feel able to do so.

1. **Resolve the issue informally** by approaching the person whom you believe is treating you unfairly or inappropriately (with support, if necessary).

2. **Mediation** by a neutral third party e.g., a member of senior staff.

3. **Follow New Perspectives School's grievance procedure.**

New Perspectives School will not tolerate harassment or victimisation and will take all possible measures to protect employees who raise concerns in good faith.

Harassing or victimising a complainant, or instructing, causing or inducing others to do so, will be regarded as gross misconduct. Employees found to be engaging in this behaviour will be subject to disciplinary action and may be dismissed.

For further confidential information, advice and assistance, please contact a member of the Care Perspectives HR Team.

7. Seeking the views of children, parents, carers, local authorities and staff

Regular enquiries are made of all children as to how safe they feel at New Perspectives School and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries as well as any associated actions.

8. Safeguarding and child protection

New Perspectives School will always consider whether a child's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm; or whether their behaviour might be the result of unmet educational or other needs. All child protection concerns will be addressed in accordance with our 'Child Protection Policy'.

Even where safeguarding is not considered to be an issue, we may draw on external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

9. Bullying outside of New Perspectives School's premises

Where bullying outside of our premises including online, is observed by and/or reported to staff, it will be investigated and addressed in accordance with this Anti-Bullying Policy.

10. Police involvement

Although bullying in itself is not a specific criminal offence in the UK, 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](#).

Careful, child-centered decision-making is made about reporting their behaviour to the police, though appropriate notifications are always made and clearly documented.

If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

[NPCC When to call the police: Guidance for schools and colleges](#) should help senior staff understand when they should consider calling the police and what to expect when they do.

A decision whether or not to involve the police in a bullying-related incident will be made by the Head Teacher.

11. Complaints

Children, staff, parents, carers and placing authorities are all able to complain to New Perspectives School if they are unhappy with any aspect of the education or care provided. All complaints are taken seriously and will be dealt with, without delay. For further information, see our 'Compliments and Complaints Policy'.

All complaints concerning allegations of child abuse will always be addressed in accordance with our 'Child Protection Policy'.

12. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Anti-Bullying Policy' is the Head Teacher.

The designated member of staff is also responsible for ensuring that all children, staff, parents, carers and placing local authorities are aware of our policy and know what to do if they believe that a child is being bullied. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours (term time only) and an electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

The proprietor, Care Perspectives Limited, is represented by a board of executive and non-executive directors who include the Executive Chairman, Finance Director and Directors. The Board has direct responsibility for all aspects of operations in all Care Perspective settings including health, safety and child protection. The Board is supported by a Senior Management Team, which comprises of the following:

- Executive Chairman
- Directors
- Operations Director
- Company Secretary

The proprietor, Care Perspectives, will also undertake an annual review of the school's policies and procedures relating to safeguarding, and ensure that all duties have been discharged in accordance with current legislation, regulations and statutory guidance; as well as local authority procedures and practice, including the relevant Local Safeguarding Children Partnership(s).

The proprietor stringently holds senior leaders to account for all aspects of the school's performance through robust systems of governance, reporting and monitoring.

If you have any comments, questions, concerns or suggestions about the content of this policy document please speak to the Head Teacher.

Further information about bullying**1.1. Definition of bullying**

The government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

All episodes of bullying involve an imbalance in physical, psychological (knowing what upsets someone), intellectual and/or social power (having access to the support of a group or the capacity to socially isolate). The perpetrator(s) of which has (or at least appears to have) more power than the target of the bullying. Bullying, by its nature, is not a conflict between equals; but occurs when the perpetrator(s) of bullying has control over the relationship making it difficult for the person being bullied to defend himself or herself.

Fear of future victimisation is another important factor to be taken into consideration, when determining whether an interaction between individuals or groups meets the threshold necessary, to be considered bullying. Research also suggests that, in some cases, intent to harm may actually be secondary to achieving another goal, such as gaining social power or obtaining material goods.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all the other descriptions of bullying. This possibility should be considered particularly in cases of sexual, sexist, racist or homophobic bullying; and when children with disabilities are involved.

Bullying can take place between children, between children and staff, or between staff; face-to-face, indirectly or using a range of cyberbullying methods.

1.2. Forms of bullying

Children are bullied for a variety of reasons – and no reason. Bullying is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender (including transgender and gender reassignment), sexual orientation, or because a child is in residential care, ‘looked-after’, adopted or has caring responsibilities. It might also be associated with socio- economic background, academic performance, special educational needs (SEN) or disabilities, appearance or health conditions. It might be motivated by actual differences between children, or perceived differences.

Children may experience different forms of bullying at different times *and* different forms of bullying at the same time. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take many forms and may include name-calling; taunting; mocking; making offensive comments about individuals and/or their families; kicking; hitting; pushing; fighting; taking or deliberately destroying belongings or intimidation by looks or gestures (through threats of violence). It may involve inappropriate touching; producing offensive graffiti; invasion of privacy; gossiping; spreading hurtful and untruthful rumours; or always ignoring or leaving someone out of groups (either physically or online). It is also bullying when a child is pressured to do something (e.g., chores), lie for others or otherwise act against their will by others.

Online bullying (sometimes called cyberbullying) is bullying that happens online via apps, online games, social networks, websites and photo, text and video messaging. It can happen when using any device and takes many forms:

- abusive or threatening texts, emails or messages
- posting abusive comments on social media sites
- modifying and/or sharing humiliating videos or photos of someone else
- stealing someone's online identity
- spreading rumours online
- trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games.
- developing hate sites about another person
- prank calls or messages,
- group bullying or exclusion online
- anonymous messaging
- encouraging a child to self-harm

Online bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories, as people can forward on content at the click of a button.

For further information, see our 'ICT and Online Safety Policy'

However, irrespective of the behaviour, it is important to appreciate that **bullying depends on how it affects the person, *not* on what is being done**. Different people are sensitive to different things. For example, teasing, arguing, play fighting and name-calling are not always bullying – but they can be if they affect somebody badly.

1.3. Roles within bullying

Bullying is a complex behaviour - situations often involve a tangled web of misunderstandings, anxieties, insecurities and needs. However, different roles have been identified:

- The *ringleader*, the person who through their (social) power can direct bullying activity.
- *Assistants/associates*, who actively join in the bullying (sometimes because they are afraid of the ringleader).
- *Reinforcers*, who give positive feedback to the bully, perhaps by smiling or laughing.
- *Outsiders/bystanders* who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- *Defenders*, who try to intervene to stop the bullying or comfort children who experience bullying.

It should be noted that the same individual can adopt different roles at different times, or indeed at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

1.4. Signs and symptoms of bullying

There are a whole host of signs and symptoms associated with bullying, which may include:

- unwillingness to go to school or return home.
- beginning to fall behind in their schoolwork.
- developing illnesses such as stomachache or headache to get out of doing something.
- unexplained loss or damage of clothes and/or possessions including money.
- unexplained marks and injuries.
- acting out of character e.g., becoming aggressive, withdrawn, anxious or distressed.
- bullying other children or siblings.
- loss of appetite.
- nightmares, trouble sleeping and bed-wetting.
- attempts or threats of running away, self-harm or suicide.
- reluctance and/or refusal to say what is troubling them.
- unhappiness.
- disclosure.

While it is important to emphasise that any of these signs and symptoms may indicate a problem other than bullying, it is essential to consider the possibility of bullying and investigate the situation as soon as possible.

1.5. Forms of bullying between staff

Bullying at work can take many forms – some can be directed at individuals personally; others relate to work activities. Furthermore, behaviour that is considered bullying by one person may be considered firm management by another. Most people will agree on extreme cases of bullying, but it is sometimes the 'grey' areas, that cause problems. Outlined below, are some examples of unacceptable behaviour (not an exhaustive list):

- Spreading malicious rumours, gossiping or insulting someone (particularly because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Copying memos that are critical about someone to others who do not need to know, ridiculing, demeaning or humiliating someone, picking on them or setting them up to fail.
- Unfair treatment, deliberately ignoring or excluding a person from communications or meetings without good reason, overbearing or intimidating supervision and/or other misuses of power or position.
- Deliberately undermining a competent worker by giving someone unachievable, meaningless or unpleasant tasks.
- Constantly undervaluing someone's work performance. overloading and constant criticism.
- Making threats or comments about job security without foundation; and
- Preventing individuals from progressing by intentionally blocking promotion or training opportunities.

Legitimate, reasonable and constructive criticism of a worker's performance or behaviour, or reasonable instructions given to a worker in the course of their employment will not, on their own, amount to bullying.

APPENDIX 1

Roles and responsibilities

The designated senior member of staff with overall responsibility for the 'Anti-Bullying Policy' at New Perspectives School is the Head Teacher.

The role of the Designated Person is to:

- establish a set of clear, inclusive values that are understood and adhered to by all members of the New Perspectives School community.
- establish effective systems to record, monitor and analyse the types, rates and patterns of bullying incidents, in such a way as to be able to use this information to shape future actions; and report these findings to New Perspectives School's Safeguarding Committee.
- provide advice, guidance and support to staff involved in/affected by bullying incidents.
- provide advice, guidance and support to children involved in/affected by bullying.
- notify New Perspectives School, Governor Safeguarding Lead about ALL child protection concerns that warrant discussion with parents, carers or an external agency/professional, including the local multi-agency safeguarding hub (or equivalent), Designated Officer, police or children's social care ***including the allocated social worker***; within 24 hours of the concern being reported; and record all relevant information on New Perspectives School's cpoms
- maintain a record of all cause for concern' issues and child protection concerns in accordance with requirements set down by New Perspectives Governing Board
- ensure that all staff receive appropriate training, in accordance with their roles and responsibilities.

The designated member of staff with overall responsibility for dealing with bullying issues is, Hannah Bowen, Pastoral Lead

The role of the Pastoral Lead is to:

- take responsibility for managing bullying-related incidents in accordance with New Perspectives School's policy, procedures and guidance.
- complete and monitor the Anti-Bullying Log, in accordance with Appendix 3.

Rights and responsibilities

As members of New Perspectives School, all of us have rights and responsibilities.

We must all realise that with rights come responsibilities to each other.

The responsibility to make New Perspectives School a happy and successful community is one we all share.

We expect to work co-operatively with children and staff and take seriously the opportunity to learn and follow expectations and requests.

I have a right to be happy and to be treated with dignity and respect.

No-one has the right to hurt my feelings.

And so I have a responsibility to consider the feelings of others.

I have a right to be respected as an individual.

No-one has the right to be unfair to me because of my race, religion, gender, sexual orientation, disabilities, appearance, health condition, special educational needs or family circumstances.

And so I have a responsibility to respect people's differences.

I have a right to be safe.

No one has a right to hit me; threaten me; hurt me or intimidate me.

And so, I have a responsibility to help keep people safe.

I have a right to learn, to listen and to be heard.

No one has the right to disturb me when I am working, to make it difficult for me to listen to the ideas of others or to prevent me from expressing my own ideas.

And so I have a responsibility to listen when others wish to speak and to remember that my opinion is not the only one.

I have a right to the exclusive use of my own personal property, and to decide who else may use it, and when they may do so.

And so I have a responsibility to respect the property of others.

THESE ARE THE VALUES AND EXPECTATIONS THAT WE ALL SHARE.

Action to be taken by the Anti-Bullying Coordinator in a reported case of bullying

All bullying-related incidents (confirmed or otherwise), must be recorded in the Bullying Log and monitoring/follow-up completed as follows:

1. Persons involved: List all persons involved in the incident including the alleged victim, bully and any person that may have adopted the role of 'assistant', 'associate' or 'reinforcer' (see Appendix 1).

2. Reporting individual: State the name of the person reporting the incident. While this may be a member of staff, it may also be a child, parent, carer, social worker or another interested party.

Wherever possible, try to establish a specific date, time and location of the alleged bullying incident. This information will not only assist in verifying events but will also help establish the location of staff and potential witnesses.

3. Description of incident/concerns Details recorded under this heading will vary depending on the source and nature of evidence e.g., direct observation, disclosure or hearsay. Wherever possible, staff should distinguish between information received, based on fact and opinion.

4. Description of immediate action taken (if any) This section may include a range of responses including any steps taken to safeguard an individual from harm e.g., monitoring, separation or physical intervention, where appropriate. However, immediate action may not be necessary if the incident/concern is based on hearsay and/or there is no present risk to persons involved.

5. Established facts Having safeguarded the welfare of all persons involved, the Anti-Bullying Coordinator (or another designated member of staff) should take steps to establish what actually occurred. The information recorded in this section should be based on independent conversations with all persons involved and key witnesses.

6. Discussion and reflection with persons involved Where incidents of bullying have been verified, all persons involved must be spoken to in private. The nature and outcome of conversations should be recorded and countersigned.

7. Action to prevent further occurrences The Anti-Bullying Coordinator should record any actions taken to prevent further occurrences. This would include further education and support, changes in a child's education arrangements, appointments with a counsellor, educational psychologist etc. Details in this section need only be recorded as bullet points.

8. Further information This section is used to record the date, time and name of individuals to whom the information has been reported.

9. Follow-up review dates and interventions Irrespective of the circumstances, staff must be proactive in monitoring the situation, to ensure that any potential issues have been addressed and resolved. Both the victim and bully should be spoken to and the outcome of any such conversations recorded.

10. Monitoring by the Anti-Bullying Coordinator By monitoring the nature and location of bullying incidents and evaluating the effectiveness of our response, we can identify and respond to any patterns that develop. The information generated by such analysis will be used to inform future practice and safeguard children, staff and visitors.

Action to be taken in a reported case of bullying

Bullying at New Perspectives School may come to staff attention in a variety of ways:

- A child may confide in a member of staff, disclosing some form of bullying.
- An incident is observed whereby the behaviour of an individual or group suggests that a child is being bullied.
- A child displays signs and symptoms associated with being bullied.
- Another child, member of staff or someone else informs you that a child is being bullied.

In all situations of bullying, it is essential that senior staff are informed, as soon as possible.

1. Take immediate action when bullying is observed - All staff must let children know they care and will not allow anyone to be mistreated. By taking immediate action and challenging the bullying behaviour, adults support both the victims and the witnesses.

2. Protect the child from harm Irrespective of the circumstances, it is essential to ensure that the alleged victim is safeguarded from any immediate or further harm.

Wherever possible this should be achieved by restricting the movement of the alleged perpetrator, **not the victim**. For example, it may be appropriate to supervise the alleged perpetrator until the circumstances of the incident have been fully investigated.

3. Information gathering Investigate the situation by talking to all parties concerned, including the alleged bully, victim and other staff and children that may have been witness to a series of events or specific incident.

4. Challenge the perpetrator in private Where it has been established, by direct observation or other legitimate means, that a child has been bullying another child, it is important to address the behaviour in a calm and assertive manner. The evidence suggests that aggressive responses, even in an understandable spirit of righteous justice on behalf of the victim, can be counterproductive.

It is important to note that challenging a bully in front of their peers may actually enhance their status and lead to further aggression. Therefore, any such dialogue should be conducted in private.

5. Mediation While New Perspectives School employs a number of anti-bullying strategies, mediation is considered a preferred option, in responding to specific incidents, wherever possible.

Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward.

6. Follow up Irrespective of the circumstances, it is essential that staff are pro-active in monitoring the situation to ensure that the bullying has not resumed. Both the victim and bully should be spoken to at regular intervals, for no less than four calendar weeks, to ensure the issue has been resolved.

7. Reporting incidents of bullying Any behaviour confirmed or otherwise, that satisfies the definition of bullying, must be reported and recorded.

September 2026 Anti-Bullying Update

Bullying, including child-on-child abuse, discriminatory bullying and online bullying, is recognised as a safeguarding concern. Concerns will be managed in line with the Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy and current Keeping Children Safe in Education guidance. The school will pay particular attention to pupils with SEND, SEMH needs, trauma histories, communication difficulties, protected characteristics and EHCPs who may be at greater risk of bullying, victimisation or exploitation. Appropriate risk assessments, supervision arrangements and targeted interventions will be implemented where required.

The Governing Board, DSL and Senior Leadership Team will review bullying incidents, behaviour information, attendance data, safeguarding records and pupil voice to monitor trends and evaluate the effectiveness of anti-bullying measures. Bullying will never be dismissed as banter, horseplay or part of growing up.