"Everyone can achieve, everyone can learn, everyone belongs"

Anti-bullying Policy

Date adopted: May 2026

Review Period: 1 year

Next review: May 2027

History of most recent policy reviews:

Date	Review	Who is Responsible?
May 2021	Updated. Review period now annual	Standards committee
July 2022	Updated	Standards committee
July 2023	Updated	Education Committee
July 2024	Updated	Education Committee
July 2025	Updated	Education Committee
May 2026	Updated	Education Committee

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Types of bullying
4. Roles and responsibilities
5. Statutory implications
6. Prevention
7. Signs of bullying
8. Child-on-child abuse
9. Cyberbullying
10. Procedures
11. Sanctions
12. Support
13. Bullying outside of school
14. Record keeping
15. Monitoring and review

Appendices

i) Restorative Practice Procedure

Statement of intent

Air Balloon Hill Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour policy, which is communicated to all pupils, school staff and parents.

The school recognises that bullying is never acceptable behaviour and sets clear expectations about how staff, parents and pupils work together to prevent and reduce bullying from happening

Key personnel

- **Jenny Knight:** Assistant Headteacher for Pastoral and Safeguarding (DSL)
- **Tim Browse:** Headteacher
- **Lucy Hennessy:** Assistant Headteacher for Inclusion **(**SENDCo)
- **Jude Watkins:** Link Governor for safeguarding and anti-bullying
- **Emma James:** Children's Support Worker

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education 2025 Working Together to Safeguard Children (2026).
- DCMS, DSIT, and UK Council for Internet Safety (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour policy
- Safeguarding and Child Protection Policy
- RSHE policy
- Special educational needs and disabilities policy
- Personal electronic device policy
- Online safety and social media policy
- Health and safety policy
- Suspension and Exclusion Policy

2. Definitions

Identifying bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.

- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Pupils are taught to recognise bullying behaviour though the acronym **STOP**. We recognise bullying as any unkind, unsafe or disrespectful behaviour that occurs **S**everal **T**imes **O**n **P**urpose, with the intent to upset or hurt an individual or group.

Targets of bullying

Anyone may become a target of bullying and the school ensures that everyone understands that nobody deserves to be bullied. The school takes its duties to equalities seriously and recognises that bullying can occur as a result of prejudicial or stereotypical views held by the perpetrator(s). Bullying behaviour is never tolerated in school and this includes any behaviour that is judged to be racist, sexist, homophobic, transphobic, disablist, ageist etc.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Children in Care
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

In order to support targets of bullying, all staff are not only trained in recognising the signs of bullying but understand that bullying behaviour should never be tolerated, passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.

Definitions of bullying

Bullying can take many forms. These include, but may not be limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verba**l - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online / cyber** – posting on social media, sharing photos, sending nasty/inappropriate text/media messages, social exclusion.
- **Indirect** – Being a bystander of bullying, being complicit in the exploitation of individuals.

The school recognises that examples of these behaviours, although never desirable, accepted or tolerated, can occur in isolation and may not be evidence of bullying. When determining if bullying is taking place the school will always seek to investigate the behaviours in line with the definitions of bullying stated in this policy.

The school takes all cases of bullying seriously and would never seek to minimise the serious impact bullying can have on an individual's mental health and well-being. As such, the school understands that bullying can be identified as a form of child-on-child abuse.

The school also recognises that some bullying – particularly cyber-bullying – may occur off site. Whilst the school cannot accept full responsibility for children's actions outside of school, we will always support children and parents with any bullying that occurs outside of school hours or off-site (see section 13).

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion, mental health issues or due to being a Child in Care

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data provided by the headteacher to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Deal with parental complaints where the parents feel that the Head has not taken timely and effective action to resolve an issue of bullying
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.

The Assistant Headteacher for Pastoral and Safeguarding is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Ensuring that all reported incidents, including which type of bullying has occurred, are logged on electronically to allow for proper analysis of the data collected.
- Analysing bullying data to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Allocating emotional support to victims of bullying.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

5. Statutory implications

It is the responsibility of the school to make sure that all actions concerning bullying are undertaken in accordance with:

- Children Act 1989 and 2004.
- Education Act 2002 and 2011.
- Education and Inspection Act 2006 and statutory guidance.
- Working Together to Safeguard Children (2026).
- Keeping Children Safe in Education (2025).

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is

grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

Vision and values

The school's vision and values help promote an inclusive school community, with our third core principle of '*everyone belongs'*, helping to instil a strong understanding in equalities and an anti-bullying ethos throughout the school.

At Air Balloon Hill Primary School we value…

- Engagement
- Responsibility
- Resilience
- Empathy
- Partnerships

… through our GEM powers. Our *ruby* power of 'empathy' plays an important role in empowering our pupils to respect themselves and others in order to create a sustainable and strong anti-bullying ethos across the school.

Our three clear rules of ***be safe, be kind, and be respectful*** also support the children's behaviour and attitudes towards one another.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

Throughout their time at school children will be taught how to recognise bullying behaviour, how to respond to bullying, how to manage their friendships as well as better understand how to respond to their own feelings that may impact on their actions towards others.

Relationships, Sex and Health Education (RSHE)

All types of bullying will be discussed as part of the school's RSHE curriculum, in line with the Relationships, Sex and Health Education Policy. The curriculum explores issues in age-appropriate stages, such as:

- Healthy relationships and what makes a good friend
- Power in relationships
- Being safe online
- How we can stop bullying

- Communities: How we can show respect to people of different races and cultures

The curriculum

The school promotes its strong anti-bullying ethos through the Anti-Bullying 'Safe, Kind and Respectful' week, assemblies, and bespoke class activities such as circle-time. Staff also use stories and social stories that explore themes of friendship and may challenge pre-existing perceptions of groups of people including those with protected characteristics.

The children are taught to recognise bullying behaviour though the acronym **STOP**. Children understand that bullying behaviour is any unkind, unsafe or disrespectful behaviour that occurs **S**everal **T**imes **O**n **P**urpose with the intent to upset or hurt an individual or group.

Each year, the school partakes in the nationally recognised *'Anti-bullying week'* and this will constitute one, out of the five, '*Safe, Kind and Respectful*' weeks, where children explore key issues in staying safe and their rights and responsibilities as equal citizens.

Pupils experience the school's 'Everyone Belongs' curriculum, that is delivered through assemblies and follow-up class discussions. This work looks at protected characteristics and in doing so promotes inclusion and equality. The curriculum also supports our work on British Values, promoting the importance of individual liberty, tolerance and respect. During this work, we often explore what discrimination can look like, and feel like, for those people who may feel like outsiders because of who they are or how they have been treated by others.

The school has implemented a Gem Behaviour Curriculum which is taught through assemblies. Pupils learn about how to use their gem powers to be safe, kind and respectful.

The school has developed pupil leadership roles that support our Anti-bullying work. Pupil Guardians and Sports Leaders have been trained to support younger children during their lunch time play and to report any concerns to Senior Leaders.

Safeguarding against bullying

The school has a designated safeguarding team (SGT) which consists of the Assistant Head for Safeguarding and Pastoral (DSL), the Headteacher, the Family Support Worker, the Children's Support Worker and the Assistant Head for Inclusion (SENDCo).

The SGT deliver training to staff about bullying as part of the annual safeguarding training which looks at child-on-child abuse and informs staff how to respond to bullying. This may also be addressed throughout the year through staff briefings. Further information can be found in the school's Safeguarding and Child Protection policy.

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school

- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Change in behaviour and attitude
- Being withdrawn or experiencing low self-esteem
- Fear of social situations or events
- Self-harm
- Wetting or soiling
- Friendship difficulties

These indicators do not always mean that bullying is definitely taking place but should be appropriately investigated by a member of staff. Any parent/carer who is concerned about any of these indicators that they may have noticed should feel able to speak to a staff member about their concerns.

8. Child-on-child abuse

The school does not accept any kind of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, SKR weeks, assemblies and PSHE lessons, in line with the 'prevention' section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or targets, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Safeguarding and Child Protection Policy.

9. Cyberbullying

Cyberbullying can take many forms and can target more than one person. It may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a group chat
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Snap Chat or Instagram.

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 11 of this policy if they become aware of any incidents. All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Pupils will report incidents to a trusted member of staff so that this can be investigated and support provided.

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the school will request they remove it directly.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. Further information can be found in our Personal Electronic Device and Online Safety and Social Media policies.

10. Procedures

Reporting cases of bullying

Anyone can report bullying. Children are told that they can report bullying to anyone they consider to be a trusted adult in school. This can include their teacher, a member of support staff, a member of the SGT, a pastoral leader or a senior leader.

Children can report bullying face to face with an adult, or, can post a written concern in the school's worry box which is checked regularly by the Children's Support worker.

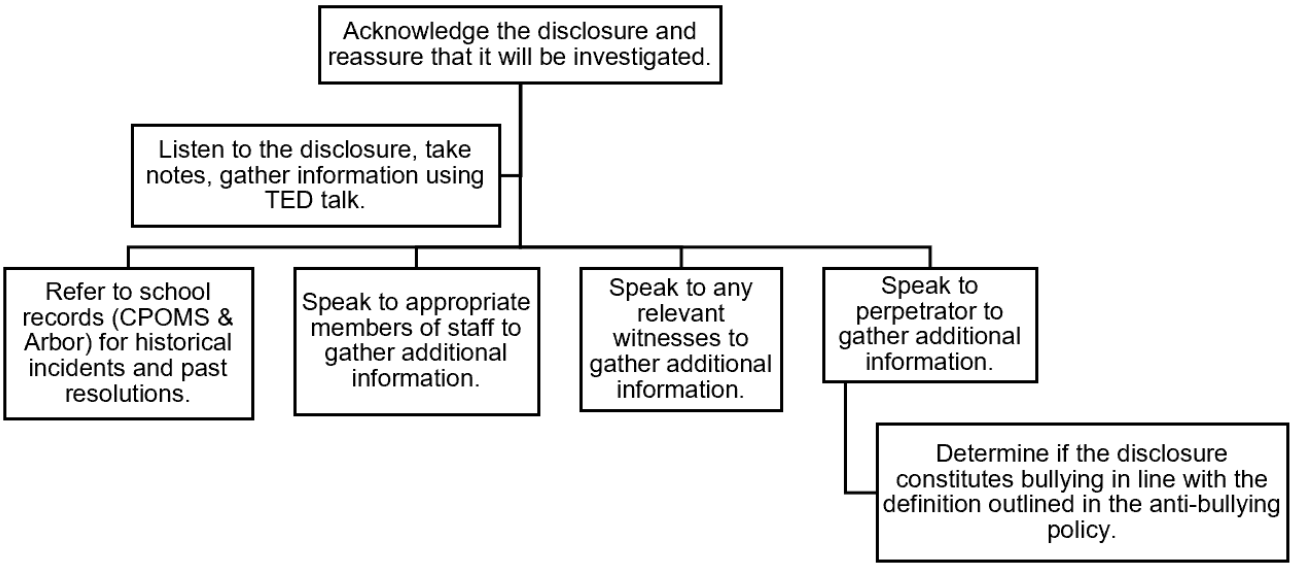
Children are told that if they are made aware that a friend, or other child in the school, is being bullied they should report this to a trusted adult as soon as possible.

Adults can report bullying too. Any parent/carer or family member can report bullying to a member of staff. This can be done face to face or via letter / email.

All reports of bullying are treated seriously and will be investigated by an appropriate member of staff.

Investigating a report of bullying

When a report of bullying has been disclosed, this will be recorded (using CPOMS) and an appropriate member of staff will investigate it thoroughly in order to ascertain if the disclosure constitutes bullying as defined by this policy and help determine the most appropriate course of action. The investigation process is as follows:



If the disclosure is judged to be bullying, because the behaviour has happened several times on purpose and was carried out with an intent in line with this policy's definition of bullying, then the investigating member of staff should refer to this policy to determine the most appropriate way forward.

If the disclosure is judged **not** to be bullying, the investigating member of staff should refer to the school's behaviour policy in order to determine the most appropriate way forward.

All investigations should be reported back to the person who made the disclosure, and any other relevant person, and should be recorded on the school records (CPOMS & Arbor). Any subsequent incidents of bullying behaviour will be recorded (on Arbor). Any incidents of bullying will be reported to governors every term.

11. Responding to bullying

When responding to bullying, it is important to consider any individual aspects of the case that may require a specialised response. In all cases of bullying however it is important to make clear that:

1. Bullying is unacceptable and must stop.
2. Support will be provided for the person who was the target of bullying.
3. The perpetrator of the bullying will be subject to consequences/sanctions judged appropriate by the school including support so that their behaviour changes*
4. The school will be open about any lessons that need to be learnt from the bullying and will respond appropriately to safeguard similar bullying incidents from happening again.
5. All incidents of bullying will be recorded and reported to the school governors.

*Any appropriate consequences and/or sanctions may include lunch time reflections, GEM generators, personal timetables, internal suspensions, fixed term suspensions, permanent exclusions. For more details about these consequences/sanctions please refer to the behaviour policy. Other consequences/sanctions may be issued as appropriate to the specific contexts surrounding the bullying and are at the discretion of the Headteacher.

Restorative Practice

Restorative Practice is a process that seeks to enable those affected by bullying to move forward. It brings together the person targeted and the perpetrator of the bullying in a safe and respectful space, so that those who have been the target of bullying can have their voice heard, allowing those responsible for causing harm to reflect on their actions so they can make better choices in the future.

It is facilitated by a member of the school's senior leadership team in a sensitive and appropriate manner, following discussions with the pupils involved and their parent/carers.

Restorative Practice follows four important steps of: respect, responsibility, repair and reintegration.

The Restorative Practice process only happens after the bullying has been fully investigated and stopped and after all families involved have been made aware of the process and given their consent.

For more information about the restorative practice process please refer to the appendix i.

12. Support

If someone has become the target of bullying, they will be offered emotional support and reassurance that they were right to report the incident and that appropriate action will be taken. The school will initially meet with their parents/carers in order discuss what further support may be needed.

The school may offer the following examples of support:

- Check ins from a senior leader or Children's Support Worker.
- Support from their Pastoral Leader.
- Further therapeutic support from a school counsellor or art therapist (this is considered on a case by case basis).
- A safe space they can go to if worried.
- Ongoing liaison with their parents to ensure a continuous dialogue of support. This will include a follow up meeting at a mutually agreed time to ensure that the bullying has stopped and to discuss any further support needs.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will also provide support to perpetrators of bullying in order for them to reflect on their behaviour, to understand the impact that their bullying has had on the target and to help them to change their behaviour.

The school will consider whether it is appropriate to deliver further intervention to a group of children, class or year group following an incident of bullying. For example, teaching children about the role of bystanders in bullying and how they can, instead, be an 'upstander'. Follow up correspondence will be agreed with parents/carers to review the support in place and to make checks that the bullying has stopped.

13. Bullying outside of school

Staff are aware that bullying can happen both in and outside of school. The headteacher has a legal power to discipline pupils for poor behaviour outside of the school premises (section 89(5) of the Education and Inspections Act 2006).

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on their journey to and from school, on public transport, outside local shops or elsewhere in the community. Where bullying outside school is reported to school staff, it will be investigated and acted upon. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

14. Record keeping

The Assistant Headteacher for Pastoral and Safeguarding will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Assistant Headteacher for Pastoral and Safeguarding will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Monitoring and review

This policy is reviewed annually by the Assistant Headteacher for Pastoral and Safeguarding. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is May 2027.

Appendix i

Restorative Practice Procedure

Restorative Practice brings together persons harmed with the person responsible for the harm in a safe respectful place, promoting dialogue and accountability. The aim is that both parties can positively move forward.

These steps are followed:

Respect **Responsibility** **Repair** **Reintegration**

Restorative Practice meetings only occur when facts have been established and any sanction has occurred.

It is not appropriate to discuss new facts or apportion blame in this meeting.

Respect

Establish with the targeted person whether they would like to be face to face with the perpetrator or whether they would like to communicate through a third party. If no face to face meeting is preferred collect pupil voice paying particular attention to how the children feel and what they would like to happen next. If a face to face meeting is happening establish conduct rules: both sides will have a chance to talk uninterrupted, confidentiality will be maintained, respectful language will be used etc.

Responsibility

Summarise the incidents that have taken place and give the targeted child the opportunity to explain how they felt. The facilitator can also bring in other information regarding affected individuals (parents, teachers etc). Encourage the perpetrator of the bullying to verbally accept that these events happened.

Repair

Facilitate a formal apology from the perpetrator of the bullying behaviour. Support them to voice fully that they understand how their actions have caused harm. Link this to Ruby Power.

Reintegration

Agree a set of rules to move forward. This could include where to play, groups of friends to support etc. Make sure outcome is communicated to all involved parties, particularly parents. Put in place a clear system so that the targeted child has easy access to support if the problem reoccurs e.g. a key trusted adult.

To support reintegration, the pupils' classes may need to have the situation explained so there is closure and they can support appropriately.