Perrott Hill
Counter-Bullying Policy

The Board of Directors has charged the Proprietor with day-to-day responsibility for the governance of the School. Ultimate responsibility for the governance of the School rests individually and collectively with Board of Directors.

The Proprietor chairs a Board of Governors acting in an advisory capacity in support of good governance.

This policy is written with the inclusion of the Early Years Foundation Stage and boarding.

STATEMENT OF INTENT

The School, and therefore this policy, has due regard for its duties under the Equality Act 2010, including issues to pupils with special educational needs/disabilities, and reasonable adjustments are made for these pupils.

This policy involves the whole School community and should be read with, and considered an extended part of, the School's Safeguarding and Child Protection Policy. It applies to the Early Years Foundation Stage in its principles and many of its practices. In respect of the latter, however, as appropriate to the age of the children involved, the Head of Pre-Prep and Head of EYFS may use their professional judgement to make some suitable adjustments. This policy is also adopted by the boarding community as appropriate and supports the communal ethos therein.

Acceptance of this policy forms part of our standard terms and conditions when parents register their children at the School.

Perrott Hill does not tolerate bullying in any form. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop towards his/her full potential unimpeded by others' behaviour. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should take care of and support each other.

Ours is a community which includes pupils from a variety of backgrounds. There is a broad range of abilities and some pupils require additional support and help with maximising their academic progress. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. This role is strengthened through occasional pastoral presentation evenings for parents and through regular eSafety presentations for parents. It is essential that the School and pupils' homes have consistent expectations of behaviour and that they co-operate closely together. We treat all our pupils

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and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the School. Any kind of bullying is unacceptable. Where necessary, we will apply the sanctions described in our Behaviour Policy for behaviour that constitutes bullying or harassment of any kind.

Being a learning community guides our approach to dealing with instances of bullying-type behaviours and bullying. First and foremost will be the needs of the child(ren) who has been hurt and upset. Vital in preventing future repetition, however, is the education and learning of the alleged bully(-ies) and the wider community of their peers. For this reason, our approach to dealing with bullying and bullying-type behaviours – as laid out below – is a collaborative and restorative educational process which should be as open as circumstances and staff members' judgement allow, whilst always ensuring the wellbeing of the child(ren) who has been hurt and upset.

AIM
The aim of the counter-bullying process is to swiftly offer support, repair hurt and restore relations. This will be done through supporting, reassuring and consoling the child(ren) targeted, and through educating the bully(-ies) and the wider peer group through open restorative processes where deemed appropriate, or through a more tailored approach as may fit the individuals concerned and the particular situation.

Central to the education of the bully(-ies) is to consider more proactively the feelings of others, to promote empathy and an adjustment of behaviour in consequence.

DEFINITIONS

BULLYING
Perrott Hill adopts the following definition of bullying:

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

('Preventing and Tackling Bullying', DfE, 2014)

BULLYING-TYPE BEHAVIOUR
'Bullying-type behaviour' is behaviour which, left unaddressed and repeated over time, would become bullying.

CYBERBULLYING

The Cyberbullying Research Center [sic.] defines cyberbullying in the following terms:

> *"wilful and repeated harm inflicted by the use of computers, cell phones, and other electronic devices. "*

Cyberbullying can involve social networking sites, messaging apps, emails and mobile phones, used for texting and/or to take and/or disseminate photographs.

Perrott Hill subscribes to the notion that no school can truly say that, over any meaningful a period of time, it is free of bullying-type behaviours. Bullying-type behaviours of various sorts will quite naturally manifest themselves in a wide range of children as they test and learn social boundaries and principles, and as their maturing brains better allow them to try to manage impulsive urges such as reacting negatively towards others when their self-esteem has suffered a blow.

Within the definition of bullying itself, however, two notable words are 'repeated' and 'intentionally'. There are all sorts of ways in which a child can upset another; they do not all constitute bullying. They will, however, all be taken seriously.

FORMS OF BULLYING

Bullying can take many forms:

Emotional:	being unfriendly, excluding, tormenting
Physical:	pushing, kicking, hitting, use of violence
Verbal/Banter:	name-calling, sarcasm, spreading rumours, teasing
Body Language:	looks, glares, disapproval, negative messages, ignoring
Racial:	racist taunts, graffiti
Religious/Cultural:	non-acceptance of people's religious and cultural affiliations
Sexual/sexist:	unwanted physical contact or sexually abusive or sexist comments
Ethnicity:	because of, or focusing on the issue of, ethnicity

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Gender:	because of, or focusing on the issue of, gender
Homophobic:	because of, or focusing on the issue of, sexuality
Disability:	because of, or focusing on, a disability or:
Special Educational Need:	due to a greater difficulty in learning
Cyber:	the use of e-mail, the internet, social websites, mobile telephones, text messaging or photographs to communicate any of the above.
Social:	because of, or focusing on the issue of, being adopted or in the position of a carer.

Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage, mental health problems and even self-harm. Harassment and threatening behaviour are criminal offences. Initiation ceremonies of any sort are not permitted.

Child-on-child Bullying

PROCEDURES FOR DEALING WITH ALLEGATIONS OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL: (CHILD-ON-CHILD ABUSE)

All staff are made aware, through training and induction, that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting; though the latter may be considered very unlikely within our age range. No matter what type of abuse may occur between peers it should never be tolerated or passed off as "Banter".

It is essential that any allegation of abuse made about another pupil/pupils in the School is dealt with fairly, quickly, and consistently and in a way that provides effective protection and support for all children involved.

Support for the children involved in any incident of child-on-child abuse is important and will be decided on an individual basis, typically this will include the Form Tutor and, if appropriate, the child's Section Head in liaison with the Deputy Head. It will be put into place after a clear assessment of their needs is completed. The Deputy Head (DSL) will seek guidance from external agencies and put into place a team around the child in order to ensure their welfare needs are met and reviewed. Both the children concerned

and their parents will be involved in discussing the support for both the abused and the abuser.

Incidents that do or may constitute child-on-child abuse will be reported to the Deputy Head (DSL) or DDSL. If to either of the first two, they will ensure the Headmaster is informed on the day of the allegation.

The DSL:
• Will try to establish if the incident is abuse and may seek further guidance by consulting external agencies anonymously.
• Will contact external agencies and seek further advice and guidance on how to investigate the allegation, if it is thought to be abuse.
• Will take appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is established that further investigation or action is necessary, the DSL will inform the parents of all children involved as soon as possible. If pupils have to be interviewed by an external party (e.g. the police) the school will ensure that they are supported by an appropriate adult, preferably their parents or guardian.

Due to children at Perrott Hill being 13 years of age or under, any incidents of sexting would be immediately referred to external agencies, who would then contact the police. The School would follow advice given regarding the support of the children involved,

A pupil against whom an allegation of abuse has been made may be excluded from the School during the investigation and the School's Behaviour and Exclusions Policy will apply.

Staff are required to be vigilant to abuse between pupils and to inform the DSL of their concerns or any allegations made. For recognising signs of abuse, see Appendix 4. It is important for staff to ensure they are aware of preventative measures to stop abuse and bullying happening. In order to prevent child-on-child abuse and bullying at Perrott Hill we follow the strategy section with this policy.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to School
- Separation anxiety from parents

- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to manner of speaking or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the School Surgery, perhaps with non-visual symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of, these possible signs of bullying should be investigated by parents and teachers.

THE DUTY AND POWER TO DEAL WITH BULLYING

The School staff as a whole has a duty to deal with bullying-type behaviours and bullying that may occur at School, in line with this policy. This includes non-teaching staff, who should intervene to interrupt any such behaviour as appropriate, ascertain the names of those involved and pass all information on to the nearest available member of teaching staff.

If serious matters arise, members of staff have the duty to report these to Senior Management immediately, preferably the Deputy Head or the Head.

Bullying behaviour is not just found within school. Bullying can be perpetuated outside of school (including cyberbullying), which might then impact on school life. Section 89(5) of the *Education and Inspections Act 2006* gives Heads of maintained schools the specific statutory power to regulate pupils' conduct when they are not on school premises and to discipline when appropriate. This legislation does not apply explicitly to independent schools. However, in an age where technology is making it easier to cyberbully and to extend bullying into previously protected areas of a child's day and life, the School will do all that it can to support parents and children alike, wherever and whenever any bullying behaviour occurs.

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The School will deal with any bullying-type behaviours or bullying occurring off-site in school-organised activities – such as trips, excursions and extra-curricular activities – in accordance with this policy and as if it had happened at School.

PROCEDURES FOR DEALING WITH INCIDENTS

If an incident of bullying or bullying-type behaviour is reported it is investigated and worked through. The following procedures provide a general framework for the way in which the School will deal with incidents as and when they occur. An at-a-glance synopsis can be found as Appendix 1.

- The member of staff to whom it was reported or who is first aware of the situation, will control that situation, ensuring the immediate safety of all pupils. They will reassure and support the pupils involved, ensuring that any upset pupils in particular are reminded of the wider support immediately available to them if they would like it.
- The member of staff will work to ascertain the facts where possible and the viewpoints of the children involved. The member of staff may use their professional judgement on the situation to:
  either
  i) deal separately with the targeted child(ren) and the perceived perpetrator(s), getting each to give their account of events calmly and individually (in writing where possible, as this can help the process of reflection). Doing this also with children who witnessed the incident but were not involved can be very useful and should be done where possible.
  or
  ii) hold and direct a 'no blame' discussion should this be deemed to be appropriate (see Appendix 2). In any event, it is important for all children involved to know that their point of view will be heard.
- If a matter is 'clear cut', the member of staff should issue a sanction as appropriate (see below)
- Before leaving the pupils after the incident, the member of staff will ensure that all are happy for the member of staff to do so and feel they have had a chance to give their views. They will also ensure that all pupils involved clearly understand the School's expectations on behaviour and thus how to behave from that point forwards.
- The member of staff will inform an appropriate member of the pastoral team as soon as possible, conveying such information as could be established and any written accounts produced.
- The member of staff should make a record of the incident in the relevant pupil's profile in the school's management information system

or MyConcern, depending on the nature of the incident, and swiftly communicate (usually via email) a sufficient outline of events and concerns to colleagues who will be teaching any pupils involved during the remainder of the day in order that they can be suitably vigilant, copying in the form tutors of the relevant children. If any of the children is a boarder, the appropriate houseparent should also be copied in.

- Between them, the member of staff and the pastoral team member should ensure that any 'problem points' in the remainder of the day (where pupils involved are due to be together again) are identified swiftly and that suitable plans are put in place as may be required to ensure the wellbeing of pupils.

- At the earliest opportunity the member of the pastoral team involved should familiarise themselves with the details of the incident so far and ensure a chance for:
  - the restoration of relations between the pupils
  - the formal agreement (plan) of how things will proceed, originating from the children where possible (see 'no blame' discussion in Appendix 1 as an option). This plan will be distributed in written form via the contact books of the key children on each 'side' of the incident and circulated to staff as appropriate
  - making the consequences of any repetition clear to the necessary pupils, recording these within the plan

- Any plan of action should be logged in the relevant pupil's (or pupils') profile(s) in the school's management information system or MyConcern and will be summarised at the next staff meeting.

- In very serious and persistent cases, and only after the Head or (Designated Safeguarding Lead) has been involved, it may be necessary to make a report to the Police or to the Social Services, as bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. However, it is the policy of the School to attempt to resolve such issues internally under the School's own disciplinary procedures, unless the matter is of such gravity that either a criminal prosecution is likely or a child is considered to be 'at risk of significant harm', thus triggering the Safeguarding and Child Protection Policy.

- The School is well aware of the potential for child-on-child abuse and the DSL and DDSL are familiar with the thresholds for consideration of the Safeguarding and Child Protection Policy.

COUNTER-BULLYING STRATEGY

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In involving the whole community in educating against bullying, opportunities should be regularly taken in assemblies, tutor periods, PSHE lessons, meetings of boarders and meetings of the Pupil Select Committee to raise the issue of bullying.

Our strategy will encompass:

> **Education**
> **Vigilance & Discussion**
> **Planning, implementation & recording**
> **Monitoring & further recording**

EDUCATION

- In order to address it effectively, it is crucial that children at the School develop a good understanding of what constitutes bullying and the many different factors that can both contribute to it happening (e.g. peer pressure) and help to prevent it happening (e.g. understanding others' feelings, knowledge of and compassion towards diversity in society, and what to do if they are bullied or witness someone else being bullied). The PSHE curriculum is the lead vehicle for this education. Tutor time and specific assemblies and meetings also provide opportunities to raise awareness of bullying and how to respond to it. The programme is structured to enforce the message about community involvement and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Other subjects, particularly PRS, English and drama, can serve to highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- Notices highlighting 'The Circle of Care' and the range of support to which pupils can turn are placed in various locations around the School, including our Surgery, dormitories and phone boxes. These include details of confidential help lines and websites connecting to external specialist services, such as Childline and CEOP.
- The 'Independent Listeners' are available to take calls from boarders and their numbers are clearly displayed in the dormitories (beside telephones) and the Surgery.
- Children are reminded that their form tutor is typically their first port of call on pastoral matters, but that they can of course approach any member of staff that they like and trust if they have any concerns or worries.

Cyberbullying

In addition to the education measures described above, the School:

- requires pupils to acknowledge acceptance of the Acceptable Use Policy each time they log in to promote responsible use of the internet (see E-Safety Policy).
- Displays the Acceptable Use Policy prominently
- expects all pupils to adhere to its policy for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- may impose sanctions for the misuse, or attempted misuse of the internet.
- issues boarding pupils with their own personal school email address. Access to sites such as "hotmail" is not allowed.
- offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from 'buddy' lists.
- offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- offers guidance to parents on safe use of the internet via regular lectures
- does not permit mobile phones, save under very specific conditions in the boarding houses. These are monitored carefully so as to ensure the use of cameras on mobile phones does not occur.

Further details, including the School's policy on the use of the internet, are given in our E-Safety Policy.

We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

VIGILANCE & DISCUSSION
- Staff are naturally vigilant in the course of their duties within and outside the classroom.
- Staff are always on duty at times when pupils are not in class and patrol the School site, particularly areas where bullying might occur. They are particularly alert to inappropriate language or behaviour.
- In boarding houses, there are strong teams of tutors supporting the Head of Boarding, School Nurse and Matron. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the Head of Boarding

and parents/guardians, and would always make contact if we were worried about a pupil's well-being.

- We have a strong and experienced pastoral team of Form Tutors, Heads of Section and boarding staff who support the Deputy Head and who are made aware of the need to handle any incidents as an immediate priority, and are alert to possible signs of bullying. Weekly staff meetings allow staff to identify 'pupils of concern' that might be involved in or at risk of bullying.

- The School's management information system and MyConcern enable staff to record incidents of anti-social behaviour and identify frequency and patterns as a first step towards detecting early indicators of bullying-type behaviour.

- Form Tutors' handover meetings at the beginning of each academic year in order to provide each child's new Form Tutor with important pastoral information relating to their welfare.

- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.

- All our pupils are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place.

PLANNING, IMPLEMENTATION & RECORDING

- Reported incidents are investigated at once and a record kept in the relevant pupil's profile in the school's management information system, making the nature of the incident clear.

- Records of bullying concerns and/or records of incidents are retained on iSAMS. However, these are supplemented by any related letters, minutes of staff meetings, action plans and additional records of phone conversations with parents.

- Reported incidents should be swiftly communicated as outlined above.

- A way forward or plan should be agreed with the pupils as laid out in the 'procedures' above and, depending on the seriousness of the incident, this might include both any future disciplinary sanctions if it were broken and any offers of mentoring or counselling as may be appropriate. It is recognised that suitable support is needed both for children who are being targeted and for pupils who target others.

- Action points in a plan should, where possible, have been elicited from the children themselves in furthering their understanding of how to restore relations and take responsibility for doing so. (See also the principles underlying the 'no blame' discussion in Appendix 1.)

- In reaching a plan, it will be made clear to the targeted child why seeking to reciprocate is inappropriate. He/she will be offered support to develop a strategy to help.

- The repetition of the same 'bullying-type behaviour' by the same pupil – and so the failure to stick to any plan after a first incident – will raise the matter to that of bullying.
- If an incident is considered to have involved bullying, the parents/guardians of all parties should be informed and given the chance to come in to School to discuss the matter. Their support should be sought. Any plan set out to remedy the situation should be referred to as a 'counter bullying plan' and will be shared with the parents. A suitable sanction will be imposed upon the child doing the bullying and the plan will make future sanctions clear.
(Note: It should never be that only one set of parents is informed. The agreed pastoral staff should try broadly to co-ordinate telephone calls so that if the parents make contact with each other independent of the school, information has been shared uniformly.)

MONITORING & FURTHER RECORDING

- The aftermath of incidents will be carefully monitored and it will be emphasised to children how important continued communication with their tutor or another trusted member of staff will be.
- Plans to address behaviour must meet their aims swiftly if they are to serve their purpose
- Those staff agreeing a plan of action should also agree when the success of the plan will be reviewed and this will not be more than a few days following implementation. If a plan is not having swift success, then it is not meeting the targeted child's needs. In the meantime, the form tutors of those children directly involved should support and monitor their tutees' views on the ongoing success of the plan informally and daily. If the plan is a 'counter bullying plan' then a formal review is likely to occur frequently in the period following an incident and will be overseen by the Deputy Head.
- Updates to the staff will be given via weekly staff meeting and parents will be contacted as necessary throughout any process.
- In addition to monitoring individual cases, the Deputy Head, with assistance from the Heads of Section, monitors records throughout the School in order to identify any patterns or trends. Any that are identified are discussed with the Head in order to devise an appropriate response.

SANCTIONS

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Children who are involved in cases of bullying will receive an appropriate number of strikes and the relevant sanction that it demands.

In the case of persistent bullying further sanctions will be given in accordance with the number of strikes received.

(Please reference the School's 'Rewards and Sanctions Policy' for a full range of sanctions utilised by the School).

ADDITIONAL SOURCES OF ADVICE AND INFORMATION

ChildLine   0800   1111
NSPCC   0808   800   5000

The Advisory Centre for Education
ACE Education Advice
www.ace-ed.org.uk
Email. enquiries@ace-ed.org.uk
Advice for parents on all school-related matters.

Coram Children's Legal Centre
E-mail: info@coramclc.org.uk
Tel: 01206 714 650 – Family, Child & Educational Legal advice
Mon-Fri 8am-8pm
Publications and free advice on legal issues.

Kidscape
2 Grosvenor Gardens, London, SW1W 0DH
www.kidscape.org.uk
General enquiries: info@kidscape.org.uk
Tel. 020 7730 3300
A wide range of publications available for children and parents and teachers.
Anti-bullying parent advice line available from Monday to Tuesday 10am-5pm.
Tel. 020 7823 5430

Family Lives
Tel: 0808   800   2222
www.familylives.org.uk
Confidential helpline available for parents from Monday to Friday 9am – 9pm & Saturday and Sunday 10am – 3pm)

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Website help

There are a number of extremely helpful links which can be found at:
http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying

USEFUL READING

Title	Author
Bullying; Wise Guide	Michele Elliott
Don't Pick on Me; How to Handle Bullying	Rosemary Stone
Your Child and Bullying	J Alexander
101 ways to deal with bullying	Michele Elliott
Keeping Safe	Kidscape
Helping children cope with bullying	S Lawson
Bullying and how to fight it	A Mellor
The bullying problem; how to deal with difficult children	A Train
Child Net International: Specialist Resources for Young People:	
	www.childnet.com

APPENDIX 1

SYNOPSIS OF PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING-TYPE BEHAVIOUR

FIRST MEMBER OF STAFF INVOLVED

STAGE 1
- Control the situation / reassure the children / offer support in appropriate forms
- Establish facts & opinions, either:
  - Separately (in writing where possible)
  - Together – with both sides (see Appendix 2 for guidance on 'no blame' discussions)

  Use judgement of children involved and atmosphere to decide which.
- Clear cut? Issue an appropriate sanction
- Before leaving:
  - Are all ok and happy for you to go?
  - Does everyone feel they've had a chance to speak?
  - Emphasise School's expectations.

STAGE 2
- Inform / communicate:
    - Notify appropriate member(s) of pastoral team
    - Email synopsis to appropriate colleagues (e.g. those about to teach the children involved, Head of Boarding etc.) . Copy text of email into a record of the incident on iSAMS/MyConcern as appropriate.
- Identify any upcoming problem points in the day – act appropriately.

PASTORAL TEAM MEMBER

- Consider an opportunity to restore relations – where are things at?
- Coordinate an agreement/plan as to how to move forwards (involve children where possible):
    - Consequences of repetition / future sanction
    - Consider offers of mentoring / counselling, being conscious of needs of both 'sides'
    - Ensure principle of no reciprocation is understood. Offer strategies where appropriate.
- Clear summary of agreement into contact books and on to iSAMS/MyConcern as appropriate.
- Set timetable for regular review with children and other colleagues as appropriate.

APPENDIX 1 CONT.

SYNOPSIS OF PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING

Following an initial agreement/plan as above: same pupil(s), same behaviour?
Or uncovered a situation already historic (intentional and repeated)?

- immediate sanction (as set out in the previous agreement/plan if applicable)
- counter-bullying plan agreed and put into place along same lines and principles as above, including future sanctions
- communication with appropriate sets of parents co-ordinated by key pastoral staff

APPENDIX 2

A 'NO BLAME' DISCUSSION

In the first instance of a particular combination of children showing / experiencing bullying-type behaviour or bullying, the following steps may be taken, either by the member of staff first aware of the incident or by a member of the pastoral team, if they judge the situation suited to the approach.

Education and restoration
1) The trust of Child A (the targeted child) in the support available and the forthcoming process should be gained.
2) The children involved, including any who have witnessed the behaviour, should be ascertained.
3) Child A, Child B (the child doing the targeting) and any witnesses to the behaviour should be brought together at the earliest opportunity for a 'no blame' discussion.

The 'No Blame' Discussion:
At a 'no blame' discussion, staff should allow the children to speak *uninterrupted* by others. The meeting should be used as an educational opportunity. In most instances, the meeting need take no longer than 5 minutes.

    i)   Child A is asked to express and explain the problem and how it makes them feel. Through modelling, staff should encourage them to do this using 'I' statements as much as possible. e.g. rather than saying, 'You always exclude me from playground games and call me unkind names,' they say, 'I'm very upset because I'm being excluded from playground games and being called unkind names.'

    ii)   The member of staff summarises/repeats Child A's words and checks that their summary (and so understanding) is correct.

    iii)   The other children (any witnesses and Child B) are openly invited to suggest a solution to the problem. The emphasis should be on addressing Child A's feelings, not on what has or hasn't happened. Feelings cannot be denied. The member of staff may have to gently guide this, but it's important the children should lead as much as possible. Through this part of the process what the witnesses have seen and any blame will largely remain implicit. Once an agreement has been reached, the member of staff clearly repeats the agreed solution back to the children. If the solution involves an apology being

made, this should be done before the children are
allowed to leave.

Communicating to staff / recording

4) The member of staff makes a clear note of the agreement and ensures it
is communicated to the relevant form tutors and the Deputy Head. A
record of the agreement should be logged on iSAMS/MyConcern as
appropriate. If the member of staff feels it appropriate, an update on
the situation can be provided at the next staff meeting.

Any repetition after a 'No Blame' Discussion:

Staff should have a heightened awareness of whether any child doing the
targeting has been involved with behaviour of this sort before. If they have,
then the approach to the child should be adjusted accordingly, in consultation
with the Deputy Head, to help ensure that a certain child or children are not
simply turning the same behaviour towards a variety of other children over
time without further consequence. As ever, the close teamwork of the staff
will be crucial in identifying and addressing any occurrence of bullying.