



## **IPSLEY C of E Middle School ANTI-BULLYING POLICY**

**Recommended by: ASa**

**Recommendation Date: 21.11.23**

**Ratified by: LAGB**

**Signed:**

A handwritten signature in black ink, consisting of a stylized 'A' followed by a long horizontal line.

**Position on the Board: Chair**

**Ratification Date: 21.11.23**

**Next Review: Autumn term 2026**

**Policy Tier (Central/Hub/School):**

**SCHOOL IPSLEY**

## **1. Statement of Intent**

Ipsley C of E Middle 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 in school and across our wider community. 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 through which all pupils can thrive.

As a Church of England school, Ipsley is a community built on and care compassion for all. Our strong Christian values support a culture where all pupils should act as upstanders to support their peers in the face of any bullying incidents. The school also takes guidance from 'Valuing All God's Children' (2014), rooted fundamentally in the belief that 'all children are loved by God, are individually unique and the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood.'

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 Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

## **2. 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

The most recent version of the following DfE documents:

- 'Preventing and tackling bullying'
- 'Sexual violence and sexual harassment between children in schools and colleges'
- 'Mental health and wellbeing provision in schools'
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

‘Keeping children safe in education’ This policy operates in conjunction with the following policies:

- Behaviour and Relationships Policy
- eSafety Policy
- Child Protection and Safeguarding Policy
- RSE Policy
- Exclusion Policy

### 3. Definitions

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 a period of time.
- **Intent:** The perpetrator(s) 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.

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 with SEND.
- Pupils who are looked after or adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

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+.
- Pupils from different ethnic or religious backgrounds.
- Pupils from socioeconomically disadvantaged backgrounds.

### 4. Types of bullying

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

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

**Homophobic/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.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

**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/carers' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

## 5. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation 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 to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure that policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively

The Principal/DSL 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.
- Monitoring a record of all reported incidents on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected and taking appropriate actions.
- Arranging appropriate training for staff members.

Behaviour and Wellbeing Leaders are responsible for:

- Corresponding and meeting with parents/carers where necessary.
- Investigating any reported bullying.
- Reporting the outcome of this investigation to the Principal/DSL.
- Providing a point of contact for pupils and parents/carers when more serious bullying incidents occur.
- Providing support to the pupils involved.

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, and informing the pupil's Behaviour and Wellbeing Leader of such observations.
- 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.

Parents are responsible for:

- Informing the school if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

## **6. Statutory implications**

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.

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.

## **7. Prevention**

The school will clearly communicate a whole-school commitment to addressing bullying which will be regularly promoted across the whole school. Ipsley condemns bullying in all its forms, and will make this message clear to all pupils, staff, parents/carers and visitors. Ipsley's strong Christian values strive to create a culture in which all pupils are revered and respected as a member of a community where all are known and loved by God.

All reported or investigated instances of bullying will be investigated by a member of staff.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Relationships and Sex Education Policy.

The importance of inclusivity, dignity and respect are explored through academy collective worship and supported by an assembly programme.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

A number of pupils in the Happy Healthy Safe Team will be trained as Anti-Bullying Champions, acting as a network of support for their peers and reporting any incidents to staff without delay.

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.

A wellbeing place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident. Pupils can also report any incidents immediately to the safeguarding team using the 'Report a Concern' button on ePraise.

Pupils will be made aware that they can 'report a concern' on ePraise at any time which will alert key members of staff in school who will follow up on their concern in a timely fashion. These concerns could be related to bullying in school, out of school or online.

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

The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort. Any instances will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

## **8. Signs of bullying**

All staff at Ipsley make a commitment to being vigilant to any signs of bullying and acting on these proactively, without delay, as to support all young people within our community.

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
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Behaviour and Wellbeing Leader who will investigate the matter and monitor the situation.

## **9. Staff principles**

The school will ensure that prevention is a prominent aspect of its anti-bullying vision. All staff strive to create a friendly, caring and compassionate environment, underpinned by strong Christian values, where each individual appreciates their positive part in the school and wider community.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

## **10. Preventing peer-on-peer abuse**

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse.

To prevent peer-on-peer 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, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationships education and group sessions such as assemblies. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that peer-on-peer abuse

can be manifested in many ways, including sexting, sexual harassment and assault, and hazing-/initiation-type violence.

Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Staff will be aware that LGBTQ+ pupils are more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ pupils.

The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between pupils of the opposite sex.

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.

### **Managing disclosures**

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively.

Staff will report all allegations of abuse against pupils to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a pupil with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

### **Confidentiality**

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to the Family Front Door
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

## **11. Cyberbullying**

The school has a eSafety Policy in place, which outlines the school's zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in Section 13 this policy if they become aware of any incidents.

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

- Avoiding using the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

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 Section 14 of this policy.

The school will support parents/carers by providing regular updates and guidance through such initiatives as #StaySafeSaturday on social media and the Team Ipsley update to ensure that all parents/carers are aware of cyberbullying risks and are supported to reduce these at home.

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.

Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

Where offensive content is posted online anonymously 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. Best endeavours will be made to identify the perpetrator behind the content.

## 12. Procedures

When an incident is reported to any member of staff, the Behaviour and Wellbeing Leader will investigate to determine whether bullying has taken place. During this investigation, it may be appropriate to liaise with other staff such as the DSL and SENCo. If bullying is found to have taken place, the Principal/DSL will be informed.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses/bystanders are all interviewed
- If a pupil is injured, members of staff take the pupil immediately to receive first aid
- A room is used that allows for privacy during interviews
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Accounts and details of the investigation will be logged on CPOMS, including whether the investigating member of staff (usually the Behaviour and Wellbeing Leader) believes that bullying has taken place. As per guidance contained within 'All God's Children' (2014), incidents believed to be homophobic, biphobic or transphobic bullying will be recorded as a separate category.
- The Principal/DSL is updated as to the outcome of the investigation if bullying has been identified.

One of the following three outcomes will be reached:

- Bullying not identified
- Early bullying behaviours identified
- Bullying behaviours identified

Where behaviours may not yet constitute bullying but indicate that they could become bullying behaviours in the future, a programme of support will be drawn up for both the victim and perpetrator to ensure that bullying does not begin. This may include following the Team Ipsley Anti-Bullying Programme (Appendix A). Through early identification and intervention, we aim to reduce the number of incidents which develop into bullying.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

### **13. Sanctions**

If the Principal/DSL is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and prevent reoccurrence by following the Team Ipsley Anti-Bullying Programme (Appendix A). The pupil will be informed of the further sanctions to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the school will attempt restorative action and will obtain an apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Furthermore, it may be appropriate for sanctions to be issued where pupils have been identified as bystanders to bullying.

Parents are informed of bullying incidents and what action is being taken.

The Behaviour and Wellbeing Leader informally monitors the pupils involved over the next half term.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

### **14. Follow-up support**

The progress of both the perpetrator and the victim will be monitored by their class teachers/form tutors. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents/carers at an appropriate interval after the incident.

We intend to offer a proactive, sympathetic and supportive response to the victims of bullying. Pupils who have been bullied may be supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their Behaviour and Wellbeing Leader or a member of staff of their choice
- Being offered emotional support, where appropriate
- Targeted mentoring
- Extra support and monitoring
- 'Buddy' support
- Safe space access
- Informing and working with parents/carers
- Participating in restorative justice where appropriate
- Referral to specialist where appropriate

Where pupils are found to have bullied others, they will be supported to recognise ways in which they can modify their behaviour to support the values of our community by following the Team Ipsley Anti-Bullying Programme. The programme is rooted in evidence-informed research, including the work of

Paul Dix, the SOCCS (situation, options, consequences, choices, strategies) approach, Alex Kelly's *Talkabout* programme, and restorative action. This supports pupils in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Participating in restorative action where appropriate
- Appropriate assistance from parents/carers
- Being referred on for further support from the inclusion team, specialists or external services where appropriate

Support will also be offered to pupils are identified as bystanders in order that they are able to recognise the implications of their actions.

## **15. Bullying outside of school**

The Principal has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

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 school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Head of School/DSL is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. 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.

## **16. Record keeping**

The Principal./DSL will ensure that robust records are kept with regard to all reported and investigated records of bullying – this includes recording where decisions have been made.

The Principal/DSL 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 more effectively and using these reflections to inform future practice
- Considering whether there are wider cultural issues at play within the school

## 17. Monitoring and review

This policy is reviewed every three years by the Principal, supported by pupils and key staff

## 18. Appendix A: Team Ipsley Anti-Bullying Programme

### **Team Ipsley Anti-Bullying Programme Session 1: Reflections**

*Situation – Options - Consequences - Choices – Strategy*

| <b>Pupil:</b> | <b>Mentor:</b> | <b>Date:</b> |
|---------------|----------------|--------------|
|               |                |              |

*Situation –*

| <b>Who?</b>  | <b>Where?</b> |
|--------------|---------------|
|              |               |
| <b>What?</b> | <b>When?</b>  |
|              |               |

*Options, Consequences and Choices -*

| Options | Consequence | Choices |
|---------|-------------|---------|
|         |             |         |
|         |             |         |
|         |             |         |
|         |             |         |

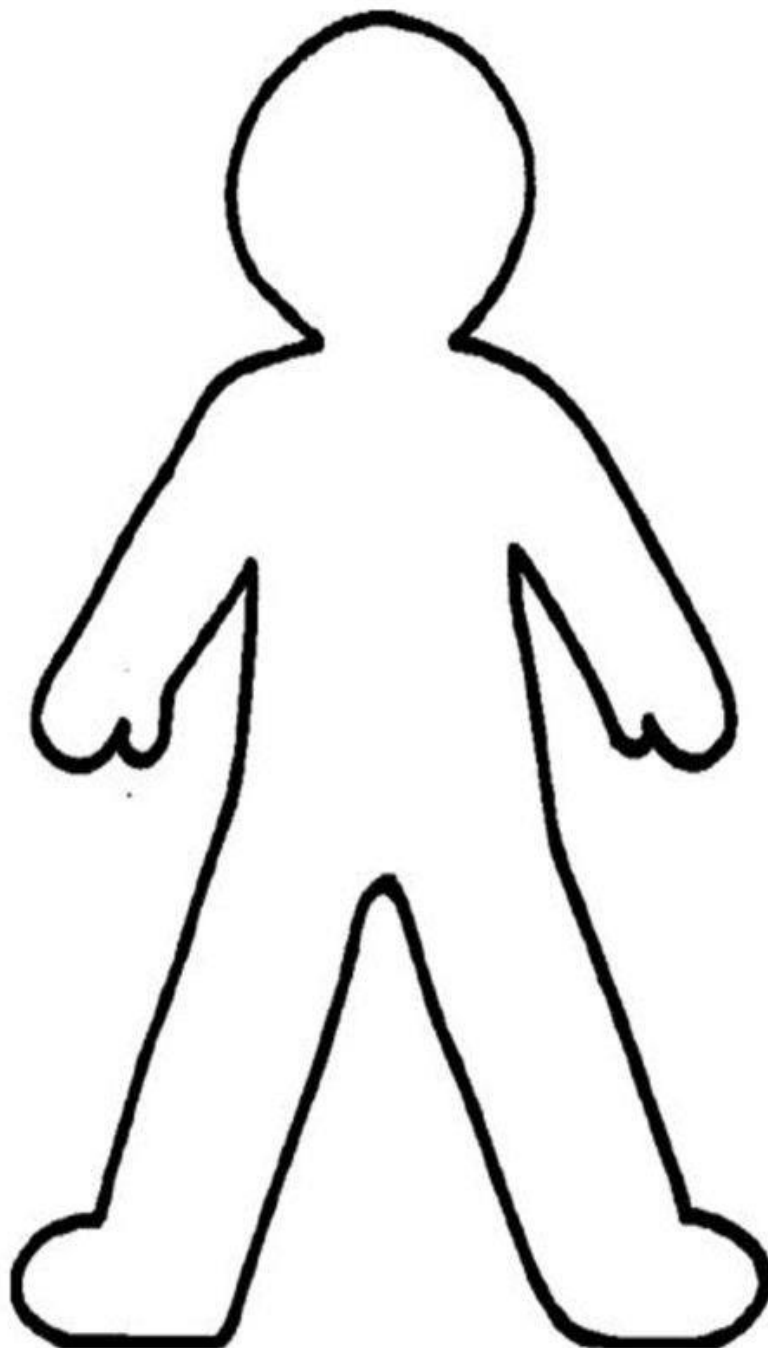
*Strategy –*

|  |
|--|
|  |
|--|

### **Team Ipsley Anti-Bullying Programme Session 2: Empathy**

Outside the figure below, write down some of the behaviours (these could be verbal, physical or online) which have impacted on the person who has been bullied.

Inside the figure below, reflect on how this could have made this person feel.



### Team Ipsley Anti-Bullying Programme Session 3: Restorative Action

*Restorative Action Taken –*

|                      |  |
|----------------------|--|
| Written letter       |  |
| Face-to-face meeting |  |
| Roleplay             |  |
| Social Story         |  |
| Other:               |  |
| N/A                  |  |

How do you feel following taking restorative action?

How are you going to ensure there is no repeat of this behaviour?

What will happen if there is a repeat of this behaviour?

*Engagement score –*

|              |  |
|--------------|--|
| Excellent    |  |
| Good         |  |
| Satisfactory |  |
| Limited      |  |
| None         |  |

*Bullying Monitoring Card to continue for –*

|         |  |
|---------|--|
| 1 week  |  |
| 2 weeks |  |
| 3 weeks |  |
| 4 weeks |  |
| Other:  |  |
| N/A     |  |

## 19. Appendix B: Bullying Investigation Procedure

### Bullying Investigation Procedure

Please refer to the academy Anti-Bullying Policy for further details.

