



BARNARD CASTLE SCHOOL

Anti-Bullying Policy including EYFS

This is a whole school policy.

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Action	Responsibility	Date
Reviewed	Deputy Head (Pastoral) Senior School, PJL Deputy Head (Pastoral) Prep School, LXT	August 2023
Approved	Headmaster Senior School (ACJ) Headmistress Prep School (LERT) Governors	August 2023
Next Review	Deputy Head (Pastoral) Senior School, PJL Deputy Head (Pastoral) Prep School, LXT	August 2024

This School Policy document is available to all pupils, parents and staff, as well as being available on request to all prospective parents.

Staff may also use this policy to guide them if they feel bullied or harassed at work. They are protected by the Whistle-blowing Policy and Low Level Concerns Policy.

Principles

- Our aim is to provide a supportive School environment characterised by compassion, humility and integrity.
- This message is underpinned through the four pillars (Feel, Be, Share, Go) of a Barney Education and their associated twelve virtues, which are regularly discussed and celebrated through whole-School and House assembly messages in addition to the Head Space programme.



- There is positive involvement in all aspects of School life from adults and pupils, and a sense of co-operation and mutual respect between pupils and staff.
- Individuality is respected and all members of the School are enabled to flourish without fear, ensuring a safe and happy experience at School.
- We publicise the message that all Barney pupils have a right to be happy and to be themselves and that Barney pupils “Stand Up to Bullying”.

Policy Aims & Objectives

The School encourages an environment where individuals can be themselves and flourish without fear. Every pupil has the right to be safe and happy in our School and to be protected when they are feeling vulnerable.

The School encourages respect for, and fosters positive relations between all pupils and staff, including those who have special educational needs and/or disabilities (SEND), or certain health conditions and those of different religious and cultural traditions and ethnic groups (both in and outside the School).

The School also recognises that it must take note of bullying behaviour perpetrated outside School (including online) which spills over into the School. It will do all it can to eliminate any such behaviour. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that School and homes have consistent expectations of behaviour both at School, online and at home, and that they cooperate closely together. All pupils, parents and members of the School’s community agree to adhere to these principles.

The Governing Body values the good relationships fostered by the School and expects that every allegation of bullying will be taken seriously, to include allegations of third party bullying.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. The school will comply with its obligations as set out in the National Minimum Standards for Boarding Schools at all times.

The central objectives are:

- To ensure that all members of the School community understand what bullying is and how the School tackles bullying behaviour.
- To minimise the possibility of bullying behaviour occurring in any form within Barnard Castle School through education, the pastoral system and, when required, disciplinary action.

Other objectives include

- To ensure that all pupils feel safe, happy and can be themselves.
- To ensure that all pupils, staff and parents are proactive in their approach to stand up to bullying behaviour, including reporting and responding to allegations.

This policy also details the School's response to cyber-bullying, where the internet (including social media and applications) is used to abuse or bully others. It is made clear to all pupils, their parents and staff that it is unlawful to disseminate defamatory information in any media including internet sites.

The Governing Body reviews annually the School's anti-bullying policy and assesses its effectiveness; this will be part of the Headmaster's presentation to Governors at their meeting.

Definition of Bullying

Having undergone Anti-Bullying Ambassador training, through The Diana Award, the School takes its definition from this organisation:

“Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. It is often motivated by prejudice against particular groups on the grounds of race, religion, culture, sex, gender, homophobia, special educational needs or disabilities. Bullying can occur directly or through cyber technology such as email, text, mobile phones, photographs, or use of social media”

The school uses the **VIP** system to help identify bullying behaviour and the following definitions are visible on Anti-Bullying posters throughout the School:

V stands for Verbal: hurtful words, offensive language, swearing and discriminatory language.

I stands for Indirect: isolating someone, rumours, sharing someone's secrets, cyber-bullying, damaging, taking someone's property and physical intimidation.

P stands for Physical: hurting someone intentionally, kicking, punching, pinching, spitting and slapping.

It is not an acceptable defence to justify bullying behaviour that causes harm and distress as actions intended as a joke or ‘banter’ or as ‘a part of growing up’. Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School recognises cyber-bullying and prejudice-based bullying as specific forms of bullying and are provided for explicitly within this policy.

Responsibilities and Systems

All members of the Barney community are responsible for taking immediate action to stop bullying behaviour and to report incidents. The School, however, recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Pupils are reminded frequently through assemblies and display material (The Twelve To Turn To and Anti-Bullying Ambassadors’ notice board) that they may report bullying behaviour to any member of staff (directly or via Microsoft Teams Chat), to one of the School’s Anti-Bullying Ambassadors, use the “Report Bullying” icon on the School’s computer desktops.

Every child in Prep School has their own “Hand of Support”. This hand reminds the child of the adults they can trust and turn to for help at any time. They review and have the opportunity to modify these hands on a termly basis.

This message is reinforced through PSHE (in Prep School), Head Space (in Senior School) and through special focus weeks and events, such as Anti-Bullying Week and ‘Feel Good Fridays’.

Information received about suspected bullying will be recorded in Wellbeing Manager in iSAMS and passed onto the Deputy Head (Pastoral), who will investigate the situation in coordination with appropriate pastoral staff. The outcomes are shared with the Headmistress in Prep School and Headmaster in Senior School. The Bullying Report is formally reviewed each term with the Headmaster before being reported to Governors.

We discourage bullying behaviour of any kind by;

- ensuring pupils know and understand that bullying causes long term harm to pupils.
- members of staff on duty are visible and available to monitor and help all pupils throughout each break time, upon arrival and dismissal and travelling around the School site, including to and from Senior School facilities and buses.
- low-profile but frequent patrolling of areas where bullying behaviour may occur, for example lunch queues, corridors where pupils meet prior to entering classes, certain playing areas, in toilets, changing rooms or shower areas, and using School Prefects to support this.
- monitoring School computers and IT facilities: to identify any instances of cyber-bullying, ‘fire-walls’, ensuring the security of servers, teaching pupils to safeguard access to their computer site via use of username and confidential password are used to guard against unauthorised or improper use of computers.
- screening software that monitors pupils’ computer use to ensure no improper use of web-sites by individuals or groups, as well as their use of Microsoft Teams Chat.

- identifying more vulnerable pupils who may need additional support; appropriate information is shared regularly in staff meetings to ensure staff of who may need support and how to support them.
- training Staff, School Prefects, Peer Supporters and Anti-Bullying Ambassadors: to recognise signs and to take a complaint seriously, to include taking action to reduce the risk of bullying, and to be vigilant in all areas of the School.
- highlighting the value of co-operation: so that positive peer pressure reduces the potential for bullying to occur.
- using Assemblies to promote a culture of intolerance towards bullying: to survey pupils formally and informally about bullying, and to teach them what bullying, what it looks like and how they can stand up to it.
- Anti-Bullying Ambassadors who meet regularly and organise events to combat bullying and promote positive relationships across the School. They also meet with the Deputy Head Pastoral (Prep) to support volunteer Prep School Anti-Bullying Ambassadors from Year 1 to 6 who mirror the work in Prep School.
- ensuring that PSHE and Head Space lessons address issues such as tolerance, diversity and acceptance.
- identifying outside agencies (such as Respect Me, The Diana Award and The Diversity Trust) which can make presentations to staff and pupils about bullying, good behaviour and forging better relationships.
- making awards such as Special Mention, Heart of Gold and Good Egg awards in assemblies to those who promote high standards of behaviour and consideration for others.
- involving non-teaching staff, School and House Prefects and Anti-Bullying Ambassadors in the implementation of the policy and its procedures.
- running a Peer Support programme that supports pupils in Senior and Prep School
- ensuring that there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation, in the boarding houses.
- providing strong and stable support for pupils who are/have been bullied together with help and guidance for those pupils who may bully/have bullied others.
- delivering messages to parents to reflect the key anti-bullying messages including cyber-bullying.

Encouragement to talk to others

Prep School:

Pupils must feel able and confident to talk directly to a teacher, Peer Supporter or to a friend who will alert an adult to ensure effective action is taken to stop bullying. To allow this, staff create the right climate by doing the following:

- a) being available, listening objectively, reassuring people that what they say is being taken seriously, and teaching listening skills. This will involve ensuring listeners do not ask leading questions and no promises of confidentiality are given.
- b) discussing with the pupil about what action should be taken and who should be involved in the action. The action must be recorded.
- c) communicating clearly the message that keeping silent only protects the pupil perpetrating the bullying.
- d) providing a 'How Can We Help You?' box - mounted on the Wellbeing display board – in which pupils may place concerns or anonymous messages to staff.
- e) Ensuring every pupil has a relevant and updated Hand of Support visible in the classroom
- f) encouraging parents to communicate with the School if they suspect bullying.

- g) identifying those who can be approached inside and outside School, to include, for example the School Counsellor, nursing staff, independent listener or Childline.
- h) The Peer Support 'Listeners' at 'The Burrow' are available twice a week for all Prep School children who have any worries
- i) An Independent Listener is available for all pupils and her details are published across the School on 'Who Can I Talk To?' posters.

Senior School:

In Senior School pupils subjected to bullying behaviour must feel able and confident to talk directly one of the Twelve To Turn To (*See appendix 1*).

The Twelve To Turn To: In addition to parents or family, there are 12 additional routes that pupils can turn to if they have something they want or need to say about anything that concerns them:

- 1) A friend – the School recognises pupils sometime prefer to confide in friends first
- 2) Head of House – the School Prefect who leads pupils in the House
- 3) A Peer Support – Sixth Form pupils who volunteer and receive training to fulfil this role
- 4) An Anti-Bullying Ambassador – Pupils across all year groups who volunteer and receive training to fulfil this role
- 5) A Teacher – this could be any subject teacher
- 6) Tutor – has the overview of each individual pupil's pastoral care
- 7) Housemaster/Housemistress – has the overview of the pastoral care of pupils in their House
- 8) A member of the Senior Management Team – have the overview of pastoral care of all in the School
- 9) The School Counsellor – available to provide specialist pastoral care for all pupils
- 10) The Independent Listener – a trusted adult, not employed by the School, to whom pupils may speak via telephone
- 11) The School Nurses – available to provide specialist pastoral care for all pupils
- 12) Confidential Post Boxes and Microsoft Teams Chat – available for all pupils to reach out for support without talking in person.

The Procedures

The Headmaster will liaise with the Prep School Headmistress and Deputy Heads (Pastoral) to review the effectiveness of the School Anti-Bullying Policy annually with the School's Governors and consider its effectiveness.

The Deputy Heads (Pastoral) in Prep and Senior Schools are responsible for the implementation of the Anti-Bullying Policy in their respective areas of School.

The Deputy Heads (Pastoral) are responsible of the day-to-day management of the policy and systems, ensuring that there are positive strategies and procedures in place to educate all pupils.

All staff are responsible for ensuring that the School's positive strategies are put into practice and know the School's procedure in dealing with all incidents.

Staff will be vigilant at all times, reporting incidents to the Deputy Head (Pastoral) as soon as bullying behaviour is suspected or identified.

Indicators of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning illness or clinging to adults. They may show changes in their work patterns, lack concentration or may even truant from School. As people react differently, it is not always possible to tell if someone is hurt or upset.

Procedures for dealing with incidents

Identification, Investigation, Support and Sanctions

The following procedures reflect the role of Tutor or HSM (Senior School) and Class Teacher (Prep School).

- if bullying is suspected or reported, the incident will be investigated and dealt with initially and immediately by the Tutor or HSM/Class Teacher. Tutors or HSM/Class Teachers must act upon and report any instances of bullying to the Deputy Head (Pastoral).
- if bullying involving Protected Characteristics is suspected, such as in the case of prejudice-based bullying, the Deputy Head (Pastoral) will discuss this with the Second Master (Senior School) / Headmistress (Prep School) to decide whether the matter will be dealt with via the School's Equal Opportunities Policy, as well as Anti-Bullying Policy. All incidents relating to Protected Characteristics are recorded and reported separately to ensure these incidents are closely tracked and monitored.
- where appropriate, the Tutor/Class Teacher will record the details, immediately or subsequently, of the incident and inform the relevant HSM (Senior School) / Deputy Head Pastoral (Prep School), who may use this information when interviewing involved pupils in order to investigate the alleged incident. Parents of all relevant children will be informed where suspected bullying behaviour is investigated.
- where bullying behaviour is proven, every effort will be made to resolve the problem through counselling of both parties, and where appropriate we encourage the victim to explain to the perpetrator how they have been made to feel. This empowers the victim and teaches them how to show resilience and face up to challenges.
- where bullying behaviour is proven, we clarify with the perpetrator what "bullying" is by making them read the above definition in order that they recognise and acknowledge the severity of their actions and help them become aware of the potential damage of their actions on another's wellbeing.
- where bullying behaviour is proven, every effort is made to understand what motivated the perpetrator into behaving in such a way. The Deputy Head (Pastoral) will work with pastoral staff to identify possible causes and provide appropriate support for that pupil in order that they adjust their future behaviour accordingly.
- where bullying behaviour is proven, the perpetrator will be subject to sanctions outlined in the School's Behaviour Policy. The sanction will be proportionate and appropriate, and support provided in order to allow the perpetrator to learn, reflect and correct their behaviour. On completion of the sanction, a series of diarised check-ins will take place between the pupil and their HSM (Senior School) / Deputy Head Pastoral (Prep School) to ensure that the bullying behaviour has been eliminated.

- where the bullying is of a sexual violence or sexual harassment nature, the Designated Safeguarding Lead (DSL) will make an immediate risk and needs assessment which will consider the victim(s), the alleged perpetrator(s), and the other children at the School. This risk assessment will be recorded and kept under review. The victim(s) will be reassured that they are being taken seriously and they will be supported and kept safe. The DSL will consider the risk posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim(s) and alleged perpetrator(s) and considerations regarding shared classes, sharing School premises, Boarding Houses, and School transport. Further information can be found in the School's Safeguarding Policy.
- appropriate support will be provided for the victim of the behaviour, including a series of diarised check-ins between the pupil and their HSM (Senior School) / Deputy Head Pastoral (Prep School) to allow them the opportunity to explain if the behaviour has stopped or has continued.
- teaching and other staff involved with both victim and perpetrator will be informed in order that appropriate monitoring and support is in place.
- parents of both the victim and perpetrator will be informed by the HSM (Senior School) / Deputy Head Pastoral (Prep School), who will invite them into School separately to discuss the situation with the Deputy Head (Pastoral) and HSM (Senior School).
- parents of both the victim and perpetrator will then receive written confirmation from the HSM (Senior School) / Deputy Head Pastoral (Prep School) of the investigation, findings, actions taken and support implemented.
- support from the Deputy Heads (Pastoral), the Second Master and Headmaster (Senior School) / Headmistress (Prep School), as required, may be sought at any time.
- in every instance, the Deputy Head (Pastoral) in both Prep and Senior Schools will advise the Headmistress (Prep) / Headmaster (Senior School) of the incident, subsequent actions and outcomes. A note of the incident will be formally logged by the Deputy Head (Pastoral) and a record kept by the Headmistress (Prep) / Headmaster (Senior School) on the electronic Bullying Record.
- All incidents of bullying will be treated as a child protection concern where there is reasonable cause to believe that a pupil is suffering or is likely to suffer significant harm.

Repeated Offences

- if in spite of guidance and the above measures and sanctions being implemented taken, the perpetrator continues to exhibit bullying behaviour, the Headmistress (Prep School) / Headmaster (Senior School) will consider a further, more significant sanction in accordance with the School's Behaviour Policy.

Monitoring and Evaluation

- The policy is a living document, which will be evaluated, updated, and reviewed regularly to identify any patterns in bullying behaviour so that appropriate steps can be taken to address such behaviour.
- Bullying incidents in Prep and Senior School are recorded by the Deputy Heads (Pastoral) using iSAMS Wellbeing Manager.
- Records of bullying will be regularly reviewed by the School (by SMT and the Governors) to ensure any patterns of bullying behaviour are picked up and appropriate steps are taken to address such behaviour.
- There will be a continuing programme of INSET as deemed necessary.
- There will be regular pupil input, via Anti-Bullying Ambassadors, the School Council and discussions in PSHE and Head Space.

- HSMs and SMT conduct a termly review of social dynamics across year groups.

- Resource materials will continue to be updated and made available to both staff and pupils.
- This policy is reviewed and updated at least annually, by the Deputy Heads (Pastoral) in Prep and Senior School.

Reference to other legislation and relevant School policies

The Anti-Bullying Policy was written with regard to the following:

- DfE guidance (July 2017) ‘Preventing and tackling Bullying: Advice to Headteachers, Staff and Governing Bodies’ and will be reviewed in light of any substituting or amending guidance as issued from time to time and complies with the law applicable to the Independent Schools sector.
- The Equality Act 2010.
- ‘Keeping Children Safe in Education’ (DfE, September 2022).
- National Minimum Boarding Standards (2022) regulations which are published under section 87C(1) of the Children Act 1989 as amended by the Care Standards Act 2000, where Standard 16 is specific to preventing bullying and standard 17 to promoting positive behaviour and relationships.
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges Advice (September 2021).

Other Policies/Staff Guidelines, which have relevance to the Anti-Bullying Policy, are:

- Behaviour Policy
- Safeguarding Policy
- Online Safety and Acceptable Use Policies
- Relationships Education & Sex Education
- Staff Code of Conduct
- Whistleblowing Policy
- National Minimum Standards for Boarding Schools 2022



BARNARD CASTLE SCHOOL

THE 12 TO TURN TO

Something on your mind?

In addition to your **parents or family**, there are 12 additional routes that you can turn to if you have something you want or need to say about anything that concerns you:

1. A **Friend**
2. Your **Head of House**
3. A **Peer Supporter**
4. An **Anti-Bullying Ambassador**
5. A **Teacher**
6. Your **Tutor**
7. Your **Housemaster / Housemistress**
8. A **Member of the Senior Management Team**
Mr Jackson, Headmaster; Mr Pepper, Second Master; Mr Lavery, Deputy Head (Pastoral); Mr Cooke, Deputy Head (Academic) or Mrs Boothell, Deputy Head (Sixth Form)
9. The **School Counsellor**, Miss Murray
10. The **Independent Listener**, Mrs Robertson (07810 087980)
11. The **School Nurses**, Sister Newbrook or Mrs Cummins
12. **Confidential Post Boxes and Microsoft Teams Chat**



If you can't tell anyone initially, but know you need to say something, write it down on a piece of paper, put your name on it, and put it into one of the post boxes around the school. Alternatively, send a message via Microsoft Teams Chat to reach out to anyone on the above list.



ANTI-BULLYING AT BARNEY

Every Barney pupil has the right to be happy and to be themselves

WHAT IS BULLYING?

REPEATED NEGATIVE BEHAVIOUR THAT IS INTENDED TO MAKE OTHERS FEEL UPSET, UNCOMFORTABLE OR UNSAFE

WHAT DOES BULLYING LOOK LIKE?

		
VERBAL	INDIRECT	PHYSICAL
Hurtful words, offensive language, swearing, discriminatory language	Isolating someone, rumours, Sharing someone's secrets, Cyber-bullying, damaging/taking someone's property and physical intimidation.	Hurting someone intentionally, kicking, Punching, pinching, Spitting, slapping.

If you are being bullied or know someone who is being bullied

TELL A TEACHER IN PERSON OR VIA MICROSOFT TEAMS CHAT

or

SPEAK TO ONE OF OUR ANTI-BULLYING AMBASSADORS

or

CLICK ON THE DESKTOP "REPORT BULLYING" ICON



0800 528 0731



ANTI-BULLYING

FROM THE DIANA AWARD



0800 1111

Appendix 2 – Advice to Pupils

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual and you have the right to be happy and to be yourself.
- Try not to react in front of the perpetrator(s). A perpetrator(s) thrives on reactions to their behaviour.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive; walk confidently away. Go immediately to a member of staff.
- Remember that anything you place online can be made public within seconds and whatever you send online may stay there. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- Be careful what you say online or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Be careful what images you send.
- If you receive a nasty or rude message about someone, or a photo of them, do not forward it to anyone. Doing this means that you will be taking part in the bullying. You could even be breaking the law.
- Keep your passwords to yourself. Change your passwords regularly. Choose hard-to-guess passwords with symbols or numbers.
- Only give your mobile number or personal website address to loyal friends whom you trust completely.
- Choose the highest security settings on internet sites; do not rely on default settings.
- Use websites and services that let you block someone who is behaving badly or bullying you, and use the blocking facility.
- Use websites and services which allow you to report incidents of cyber-bullying.
- If you see bullying or cyber-bullying taking place, support the victim(s). Report the perpetrator(s). Perpetrators get away with bad behaviour if no one tells.
- Call a helpline like Childline on 0800 11 11.
- Be aware that the School can monitor your use of the internet and that we can examine mobile phones e.g. where there is reason to suspect abuse or bullying.
- You will be held personally responsible for all material you have placed on a website and for all material that appears on a website of which you are the account holder.

If you know someone is being bullied, you should: **TAKE ACTION!** Stand up to bullying.

Appendix 3 – Advice to Parents

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel, know, or suspect that your child or another child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously, and appropriate action will follow in line with this policy.
- Make yourself aware of the amount of time your child is using the internet, chat facilities, games consoles and their mobile phones and whether this is excessive.
- Carefully consider the location of the computer or laptop and whether your child would be better using it in a family area of the home.
- Search on Google for your child's name and any online usernames they use. This is a valuable exercise for you and them to be able to see exactly how much information other people can see about them with very little difficulty.
- Consider installing internet monitoring and filtering software.
- Talk to your child; both about the dangers of the internet, but also about their general usage – be interested in what they are doing and keep dialogue open, so they feel able to talk to you if they do experience problems.
- Ask your child to (or help them) set up appropriate privacy settings on any social media sites.
- Access the SafeToNet app for parents to help you safeguard your children from online risks like cyberbullying and sexting, whilst respecting your child's rights to privacy.
- Tell your own son or daughter it is not their fault that they are being bullied.
- Make sure your child is fully aware that they must not be afraid to ask for help.

Useful websites

www.kidsscape.org (Kidscape Bullying Helpline – 0207 730 3300)

www.bullying.co.uk

www.Childline.org.uk/Cyber-Bullying (Childline - 08001111)

www.childnet-int.org

www.antibullying.net/cyberbullying

www.stopcyberbullying.org

www.anti-bullyingalliance.org.uk

www.worriedneed2talk.org.uk

www.childnet.com/young-people/secondary

www.thinkuknow.co.uk/

www.ceop.police.uk/safety-centre/

Points to Remember when investigating bullying incidents

The interviewing member of staff should support the victim(s) by:

- ensuring that the pupil feels that they are being listened to
- reassuring them that the bullying incidents are being taken seriously
- explaining the support available and how the incident will be managed
- understanding that a first disclosure of an incident is not necessarily representative of a singular incident, and there may be other incidents the victim(s) has not yet disclosed
- offering support to develop a strategy to help
- making it clear why revenge or retaliation is inappropriate.

The interviewing member of staff should support the alleged perpetrator(s) by:

- explaining the reasons for investigating
- reminding them that all incidents of bullying are taken seriously and are not acceptable
- keeping calm and non-judgmental and ensuring the pupil feels that they are being listened to
- explaining the support available and how the incident will be managed.

The purpose of the individual interviews (with the victim(s), alleged perpetrator(s), colluders, and bystanders) is to find out how the pupil feels and who was involved. Staff should ensure that they have permission from the victim(s) to let the alleged perpetrator(s) know how they, as the victim(s), feel. This may require some agreement as to how much information the victim(s) is prepared to give the perpetrator(s) at this stage. Staff should explore the situation with the alleged perpetrator(s) (and any colluders and bystanders) from the perspective of the victim(s) and explain how the victim(s) feels. It will be made clear why the perpetrator's behaviour was inappropriate and caused distress and how such behaviour can be modified and avoided.

Where appropriate, a meeting with all the pupils involved should be held (provided all pupils consent to the meeting) with close staff supervision. This should be used to listen to what the pupils have to say and to help all pupils acknowledge and understand the situation from each other's perspectives. Pupils should be encouraged to reflect on their behaviour to enable the pupils to discuss how they can resolve the present conflict and avoid a recurrence.

Records will be kept of all investigations on iSAMS Wellbeing Manager and will record:

- Details of the incident
- The pupils interviewed and outcome of meetings
- Any actions to be taken.