Crossgates Primary School
Anti-Bullying Policy

Approved by:	D. Mitchell	**Date:**	March 2026
Last reviewed on:	NA		
Next review due by:	March 2028		

Statement of intent

This policy has a fundamental role to play in helping us realise our vision for all children here at Crossgates Primary School; it provides a framework for all adults working with children to address all aspects of bullying.

Bullying, or any kind of discriminatory behaviour is unacceptable and must be addressed promptly and effectively; it should never be considered to be a typical part of growing up.

"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them." (The United Nations Convention on the Rights of the Child, Article 19)

At Crossgates Primary School, we are committed to providing a nurturing, stimulating, secure and safe environment for all our pupils. We are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously.

Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of pupil behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded on CPOMS. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Our vision and culture

At Crossgates Primary School, our approach to anti-bullying is firmly rooted in our core values of growth, effort, community and compassion. We believe that all pupils learn best in a safe, respectful and inclusive environment where differences are celebrated and everyone feels valued. Bullying in any form goes against our commitment to personal growth and the effort we expect pupils to make in their learning and relationships. By fostering a strong sense of community and encouraging compassion towards others, we empower pupils to treat one another with kindness, to stand up for what is right, and to seek help when concerns arise. Though this values-based approach, we actively promote positive behaviour.

At Crossgates Primary School, our behaviour expectations are underpinned by the shared rules of being 'Ready, Respectful and Safe', which support our commitment to preventing bullying of any kind. Being 'Ready' means that pupils come to school prepared to learn to make positive choices in

their behaviour and interactions with others. Being 'Respectful' requires pupils to treat everyone with kindness, fairness and consideration, valuing differences and ensuring that words and actions do not cause harm. Being 'Safe' means pupils take responsibility for their own behaviour and understand the importance of creating an environment where everyone feels secure, both physically and emotionally. These clear expectations help pupils understand their role in maintaining a supportive school community and reinforce our zero-tolerance approach to bullying. We expect our pupils to be kind to each other, and to report any concerns which they may have. This includes if they see something unkind happening to someone else. All staff, pupils and families are guardians of our school's culture.

Our school's vision is key to this policy; no child should ever feel unsafe or unwelcome in school.

What is bullying?

At Crossgates Primary School, we recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Our definition of bullying is: "Several Times On Purpose" which pupils remember using the acronym STOP.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT. These tools are not currently accessible to pupils on the school network.

At Crossgates, we recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our behaviour policy.

Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both a short term and longer-term impact on pupils. Bullying impacts negatively upon pupils' wellbeing, can impact on attendance and become a significant barrier to learning.

Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression. It is often cited as the primary reason for emotionally based school avoidance.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- ➢ Everybody has the right to be treated with respect
- ➢ Everybody has the right to feel happy and safe
- ➢ No-one deserves to be a target of bullying
- ➢ Pupils who bully need to learn different ways of behaving

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBTQ+ pupils and those perceived to be LGBTQ+.

Types of bullying behaviour

Bullying can take many forms which include:

- ➢ Emotional (being unfriendly, threatening looks/gestures, tormenting such as hiding belongings);
- ➢ Physical (pushing, hitting, shoving or any form of physical violence);
- ➢ Verbal (name calling, sarcasm, spreading rumours);
- ➢ Racist (racial taunts, graffiti, gestures);
- ➢ Sexual and sexist (unwanted physical contact or sexually abusive comments or those which are sexist);
- ➢ Homophobic, biphobic or transphobic (behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual or transgender (e.g. children of same-sex couples);
- ➢ Cyber (all forms of abuse involving the internet, social websites, chat rooms, mobile phones, email, text messages, photographs etc);
- ➢ Vulnerable groups (such as looked after children, gypsy, Roma and Traveller children, children with Special Educational Needs or Disabilities, children from ethnic minorities, children entitled to free school meals, children for whom English is an Additional Language);
- ➢ Exclusion/ostracising (deliberately ignoring and refusing to allow someone to join in); interference with possessions (hiding, stealing and destroying belongings).

These definitions are important as there is a need to make a distinction between things that may cause a young person distress during their time in school, and bullying. A friendship that has broken down for example, and has led to insults being exchanged, though distressing, would not be considered bullying as it was neither deliberate nor repeated. There are occasions in school when a young person is quite unaware of the hurt that they have caused to a fellow pupil, as the 'victim' had kept their feelings to themselves. The definitions outlined above must be sensitively and thoughtfully applied; a hasty classification helps neither the 'victim' nor the 'perpetrator'.

Where appropriate, restorative repair work is used to help rebuild relationships between those affected, alongside targeted support for both the victim and the perpetrator to address harm caused, promote understanding and to prevent further incidents.

Key responsibilities

Senior Leadership Team will:

- ➢ Create and implement an anti-bullying policy.
- ➢ Ensure that staff create a climate of respect, responsibility and positive relationships.
- ➢ Create an ethos where children are confident to tell an adult about bullying behaviour - experienced or witnessed.
- ➢ Ensure that all instances of bullying are investigated, through restorative approaches, recorded and that any necessary actions are taken as a response.
- ➢ Inform parents/carers of any bullying affecting their child. This can be through telephone calls, letters and emails or at a meeting.
- ➢ Ensure that children and their families understand the difference between bullying and other behaviours.
- ➢ Provide training and guidance on anti-bullying, policy and implementation, including digital and online information.

All other adults will:

- ➢ Ensure that they are fully aware of the anti-bullying policy and approaches to be taken.
- ➢ Build capacity in children to recognise and challenge bullying.
- ➢ Create an ethos where children are confident to tell an adult about bullying behaviour -experienced or witnessed.
- ➢ Deliver preventative work on bullying to children, including the use of technology and online safety via our curriculum and everyday discussions.
- ➢ Follow up promptly and effectively any allegations of bullying.
- ➢ Supporting any appropriate follow up actions or interventions as a result of bullying.
- ➢ Ensure that they promote acceptance and create an ethos which respects diversity and values difference.

Children are responsible for:

- ➢ Challenging bullying behaviour if they feel able to do so.
- ➢ Telling a trusted adult if they have any worries about bullying.
- ➢ Keeping themselves and others safe by their own actions, choices and behaviours.
- ➢ Undertaking any follow up actions related to bullying situations.
- ➢ Following the positive behaviour approaches and expectations including the use of mobile and online technology.

Parents/carers are responsible for:

- ➢ Ensuring and promoting their children's health and wellbeing.
- ➢ Encouraging and promoting safe and responsible use of mobile and online technology.

- ➢ Communicating any concerns with school and working in partnership.
- ➢ Attending any training offered by the school in relation to awareness raising around bullying -policies and approaches including building resilience and online safety.
- ➢ Encouraging participation in out of school activities, particularly in support of transition points (e.g. going to secondary school)
- ➢ Modelling and supporting the adoption of a restorative approach when supporting their children.

Governing Board:

- ➢ The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Senior Leadership Team to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

Signs of bullying

A child may indicate by signs or behaviour that he or she is being bullied; adults should be aware of these possible signs and investigate if a child:

- ➢ exhibits a change in attitude/feeling towards school.
- ➢ becomes frightened of coming to school, attending specific lessons or entering specific areas of the school.
- ➢ cries themselves to sleep at night or has nightmares.
- ➢ feels ill in the morning; becomes aggressive, disruptive or unreasonable.
- ➢ is bullying other children or siblings.
- ➢ is frightened to say what's wrong; change their usual routine.
- ➢ becomes more withdrawn or anxious than previously.
- ➢ threatens to run away or actually runs away; threatens to/or self-harm(s); begins to underperform at school; becomes aggressive, disruptive or unreasonable; is reluctant to discuss reasons for any of the above.

Signs of bullying

Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, suffering from a health problem.

Children in care that move frequently may be vulnerable because they are always the newcomer and may lack peer support and positive social networking. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the Social, Emotional and Mental Health of the child.

Actions to Prevent / minimise bullying
At Crossgates Primary School, we work diligently to prevent bullying. We do however acknowledge that it 'could happen here', and that bullying is a feature of most schools to some extent. We do not accept this, and will continually seek to improve our approach, learning from each case to further reduce future likelihood.

As a school we recognise that all behaviour is communication; it is important therefore to ensure that the ethos of anti-bullying is embedded in day-to-day practice and that nurturing approaches support the building of caring relationships and consistently reinforce that bullying is never acceptable.

Bullying takes place in the context of relationships; by adopting a whole school nurturing approach which places positive respectful relationships at the centre of our practice we reduce bullying incidents. We incorporate the Anti-Bullying Policy into staff and governor handbooks, staff induction, the school curriculum, whole school assemblies, and whole school staff training as well as taking on board other opportunities to raise awareness, e.g. Anti-Bullying Week and Mental Health week.

The policy is shared with all staff, pupils, parents, and governors, at their respective points of contact with the school; a child friendly bullying awareness leaflet (appendix I) is provided to pupils; information is also shared on the school website.

We take a zero-tolerance stance on all forms of bullying and discriminatory language (e.g. the use of racist/homophobic/biphobic/transphobic language) and promote a climate of openness, trust, and support ensuring that all children in school are aware of both their rights and their responsibilities with respect to bullying.

This primarily takes place through the following structures:
➢ Clear school vision and values and shared school rules
➢ Personal development and RSHE curriculum
➢ The School Council
➢ Weekly and half termly assemblies
➢ Inclusion programmes & specific interventions
➢ Parent workshops
➢ E-safety training to combat cyber-bullying
➢ ICT Acceptable Use Policy

The Curriculum
At Crossgates Primary School, we work hard to create and embed an ethos which respects diversity and values difference. The combination of our Personal Development curriculum and systems supporting Social, Emotional and Mental Health development aim to provide a clear progressive programme of learning about respect and valuing differences. They consistently give the message that bullying is never acceptable. Our curriculum is deliberately designed to reflect and celebrate the diversity of our society, promoting inclusion, respect and understand of all people, so that pupils learn to value differences and challenge discrimination in all forms. Furthermore, our curriculum design creates effective learning environments in which the

contribution of all pupils is valued and all pupils can feel secure and are able to contribute appropriately. Our curriculum allows for stereotypical views and prejudiced language to be challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability, disability or different family situations (e.g. children who are looked after or those with caring responsibilities). Initiatives such as anti-bullying week are integrated as parts of our whole school ethos and are not stand-alone events.

Pupils are supported to develop their social and emotional skills. Underpinning our work at Crossgates are our values – Growth, Effort, Community and Compassion, which we utilise to explicitly teach, support and nurture a positive whole school community that embraces difference and drives equality. Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community and understand how their actions affect others.
Children are taught about the impact of bullying at different ages and stages ensuring that they develop an awareness and understanding regarding all equality issues.

Responding to incidents of reported bullying
Any response to reported incidents must be child-centred and based on restorative approaches; seeking supportive, positive outcomes for all parties.
Investigations should be undertaken using a partnership approach (where possible) and cooperation and dialogue between parties should always be the starting point for resolution of incidents; it's important that all children are supported throughout any incidents of bullying.

When investigating allegation of bullying staff should;

- ➢ actively listen to children displaying and experiencing bullying behaviour and establish whether bullying has taken place.
- ➢ ensure details are recorded on CPOMS where follow-up action is recorded.
- ➢ Senior leaders review incidents to see if bullying may be an appropriate tag to add to the record. In these cases, this policy is implemented.

Many incidents where a young person is emotionally distressed by the behaviour of another pupil will have been observed by, or reported to, a classroom teacher. Being primarily responsible for children's well-being in the first instance, Class Teachers are responsible for investigating allegations/incidents and taking appropriate steps to resolve them in a prompt and personalised way.
Should incidents be confirmed as incidents of bullying the investigation will escalate to the Unit Lead (who is also a member of the Senior Leadership Team), who will intervene.

All staff are to follow Crossgates 'Key Steps' when investigating incidents. (appendix 2) Those dealing with children in these instances should be mindful of best practice when comes to cases of bullying which are, in brief:

- ➢ avoiding the labelling of both parties in terms of 'bully' and 'victim' - it is the behaviour we criticise, not the child (the use of the term 'victim' & 'perpetrator' throughout this document is unavoidable)
- ➢ allow the victim to put to the perpetrator how they have been made to feel, if appropriate.
- ➢ allow the perpetrator the opportunity to put right any hurt they have caused.
- ➢ not to immediately resort to punishments or sanctions, depending on the degree to

which the bullying has been premeditated, how long it has been going on and how many people are involved.

- ➢ resolutions/sanctions should focus on; the removal of the feeling of helplessness and fear that the victim is experiencing; the restoration of pride, dignity, and belonging.
- ➢ consequences will be applied fairly, consistently and reasonably, taking account of any SEND / SEMH needs that the pupils may have and considering the needs of vulnerable pupils.
- ➢ should the allegation of bullying be made for a second time, in relation to the same pupil, the investigation will be escalated to a member of the Senior Leadership Team who will follow the same procedure as above.
- ➢ suspension may be considered for more severe and persistent cases of bullying. The Senior Leadership Team will decide whether it is necessary to involve any other agencies to ensure the long-term emotional wellbeing of the young people involved.

Bullying outside school premises

"Staff have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable" (Behaviour and discipline in schools, DfE, 2016).

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/city centre.

Where bullying outside school is reported to school staff, it will be investigated utilising the procedures outlined in the policy. If the reported behaviour could be criminal or poses a serious threat to a member of the public, the police would always be informed. The school would always inform parents if this was the case, but does not require their consent.

Parental involvement

Crossgates Primary School actively nurtures open and supportive communication with parents/carers in relation to all bullying incidents and ensures that parents/carers know what measures are being taken to prevent bullying, as well as how incidents are responded to.

Parents/carers who are concerned that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately. Parents have a responsibility to support the School's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Our 'Anti-bullying' policy is accessible on the school website, paper copies are available on request and child friendly 'Anti-bullying' leaflets are produced, distributed to pupils and are also available on the school website.

Parent Forum meetings support parent/carer policy review opportunities. Parents/carers are informed and updated of any bullying investigation/s relating to their child. Parent feedback is welcomed at any time but formally requested through parent surveys.

Monitoring, evaluation and review

- ➢ The policy will be promoted and implemented across the school. Parent & pupil feedback will be obtained at regular intervals throughout the year.
- ➢ The Senior Leadership Team will monitor the operation and effectiveness of arrangements referred to in this policy at least once a term.
- ➢ Formal policy review will be undertaken every two years.

Complaints:

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher or Deputy Headteacher. If they remain dissatisfied, they should follow the school's complaints procedures.

Relationships to other Policies:

- ➢ Behaviour and Relationships Policy: Our behaviour policy outlines a range of strategies available to train staff in dealing with behaviour incidents which includes direct reference to incidents of bullying.
- ➢ Child Protection / Safeguarding Policy: In the event of a bullying disclosure, staff need to consider issues related to Child Protection and Safeguarding. Staff have a duty of care, and if the incident involves abusive or bullying behaviour by adults, the incident must be treated as a child protection issue. *NB: Confidentiality* Children and young people have rights under the Children's Act 1989 and can thus expect bullying incidents to be treated sensitively. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.
- ➢ Online Safety Policy: Safeguarding children and young people from abuse in any form on-line is paramount. The implications of new technology including the internet, mobile phones, email, instant messaging, camera phones and web cams in the context of anti-bullying is considered in the policies.

In line with the Equality Act 2010 it is essential that Crossgates Primary School:

- ➢ Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- ➢ Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and fosters good relations between people who share a protected characteristic and people who do not share it. Under the Children Act 1989 bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns immediately using the Safeguarding and Child Protection Policy.

Appendix 1: Child-friendly Anti-bullying Policy



How do we prevent bullying?

- Our Behaviour and Relationships Policy, Anti- bullying Policy
- Our curriculm e.g. Story Project, Pol-Ed, assemblies, Anti-bullying week
- Our School Council listen to your views and share them
- Sharing boxes in every classroom
- Posters around school of our school rules and Childline support



The Headteacher, Governors, staff and children at Crossgates Primary School work together to:

- Make our school a safe place for all
- Help everyone to be **Ready**, **Respectful** and **Safe**
- Allow everyone to be themselves
- Ensure that any incidents of bullying are dealt with quickly and effectively



Please speak to a grown up in school that you feel comfortable with to share any worries.
If you are not ready to do this, remember that there is a **sharing box** in your classroom that you can use.

Children's Anti-bullying Policy

CROSSGATES PRIMARY SCHOOL

Community
Compassion
Growth
Effort

What is a bully?

A bully is someone who hurts the same person:

Several **T**imes **O**n **P**urpose

by using behaviour which is meant to hurt, frighten or upset them.
The different types of bullying are:

- Emotional: using unkind words, leaving people out
- Physical: punching, kicking, spitting, hitting, pushing
- Verbal: name calling, hand signs
- Name calling linked to the protected characteristics of the Equality Act e.g. homophobic (using homophobic names and/or the word 'gay' in a bad way) racist (using racist names/unkind words about the colour of someone's skin), ableist (the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are best), sexist (prejudice and/or discrimination based on someone's gender)
- Through a 3rd person: Sending a friend with horrid messages
- Racist: using racist names, unkind words about the colour of someone's skin
- Sexual: Rude comments, touching you when you don't like it
- Cyber: texts, e-mail, online messaging e.g. Facebook, Whatsapp, Instagram

What should I do?

If you feel you are being bullied:

DO

- Tell the person to stop
- **S**tart **T**elling **O**ther **P**eople
- Ask a friend to help you to tell someone if you need to
- Remember- Adults in school are here to help you

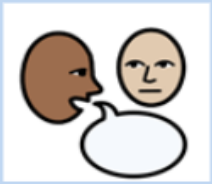


DON'T

- Think it is your fault
- Do what they say
- Keep it to yourself

Who can I tell?

- A family member
- A friend
- An adult in school
- A member of the School Council



What will happen?

An adult in school will talk to you and find out what has been happening. They will make sure you are safe and talk to your family. They will check-in with you to see how you are and whether things have improved. They will talk to the child who has been bullying and work with them to find out the cause and to ensure that it stops. Bullying is not ok and is taken very seriously at our school.

Appendix 2: Key steps

Investigating bullying

Once an adult has been made aware of a potential bullying incident, the following steps should be followed:

1. Speak with the 'victim' In the first instance the class teacher will speak with the 'victim' about his/her feelings. Teacher should explain that they understand that something has happened that needs to be resolved and that to do that as much information as possible needs to be collected. The child should then be given the opportunity to speak in as much depth as they feel comfortable to do so, "you talk and I will listen." Class teacher records all information on CPOMS as appropriate.

2. Speak with alleged 'perpetrator': Speak with the 'perpetrator'. Start by asking if they know why you might want to speak with them. Considering the pupil's response go on to explain that a resolution needs to be found for the situation as feelings have been hurt and at Crossgates we all have the right to enjoy our time in school and to feel safe. Make sure the child knows that it is the bullying behaviour that's not welcomed, not the child him/her self. "we all make mistakes, how can we put it right?"

If the class teacher/TA suspects at this point that the incident is bullying, it should be passed to the Unit Lead, to take the following steps:

3. Unit Lead reviews information. Having read through accounts from both parties the Unit Lead must first identify if there were any bystanders, witnesses involved. Any additional statements must be added to the existing CPOMS record as actions. If there are no witnesses, proceed to step 4.

4. Inform parents/carers.
Ensure parents/carers of the 'victim' are aware of the situation and reassured that the situation is being dealt with and their child supported. Notify parents/carers of the 'perpetrator' that an allegation of bullying has been made and that it's school policy to investigate this.
Reassure parent/carers that it is the alleged 'bullying behaviour' that is being investigated; that the behaviour is not the child. Highlight however that bullying allegations are taken very seriously. NB: During the investigation process, additional steps may need to be taken to ensure that the victim feels safe at unstructured times during the day until a resolution can be found. In particular, play times, lunch times and transition times may need to be carefully considered.

5. Reflective conversation
The Unit Lead will chair a meeting with the 'perpetrator' and any bystanders/witnesses involved to explore how the 'victim' may be feeling and to talk through how actions/words/behaviours have negatively impacted on one of our community members. Highlight that bullying behaviour is not accepted and that it's essential that as a team we find a way to move forward to make a positive change. Help child/(ren) to understand that they are responsible and can do something about it.

6. Update meeting with the 'victim'
Meet with the 'victim'; start by asking for an update on how they are feeling; have they had any new thoughts since the last meeting. Explain that in situations like this we need to work together in finding a solution, a way forward. Explain that you have talked with the other party/(ies) involved and outline their thinking. Highlight that everyone is capable of poor choices, of making mistakes, but that as a school it's important to look underneath the behaviour. Share that the next step should now be a 'restorative meeting' with all parties.

7. Restorative Meeting
Gather the group together, briefly outline the historical context but highlight that the purpose of this meeting is to move forward. Encourage each group member (not the victim) to suggest a way in which the victim could be helped to feel happier, safer and secure in our school; then invite the 'victim' to share what they feel would be a positive resolution. Unit Lead summarises, clarifies positive responses and makes clear what behavioural/attitudinal changes are expected. This meeting and agreed action points all need to be recorded on CPOMS.

8. Update parents/carers
Speak with each set of parents/carers and talk them through the resolution. Make sure parents/carers know that the situation will continue to be monitored and that follow up check-ins with all parties will take place.

9. Monitor
Leader closes the meeting by agreeing with all children that the situation and their next steps will be monitored and that they can expect check-ins at various points. Finish by reminding them of coping and reporting strategies and to speak with adults when challenging situations arise.

10. Follow-up Meeting
During a scheduled follow-up meeting, talk with each pupil, including the 'victim'. Enquire how things have been going and whether the positive changes discussed have been actioned tappropriately. This further supports the raised profile of our 'anti-bullying' approach and keeps the children involved in the process.