



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Challenging Bullying Policy

Coordinator	Andreanna Akinyemi
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Agreed by Governors on	N/A
This policy is communicated by the following means:	
Governors	Governor consultation when policy reviewed and agreed
Staff	Policy folders on staff SharePoint, staff planner and staff training
Parents	Academy website
Students	Via admission and readmission interviews and through regular references during assemblies, PSHCE and Collective Time

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INTRODUCTION

The anti-bullying policy has been developed by a group of students, teachers, parents and governors in an effort to raise awareness of bullying and the need for the whole academy community to work together to deal with incidents effectively.

1. RATIONALE

- a. At Clapton Girls' Academy, we believe that **every** student has the right to learn, the right to respect and the right to safety.

We expect **all** staff and students to behave in a way that maximises learning and enjoyment for **all** students regardless of differences due to: disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. (Equality Act 2010)

The Equality Act places a duty on academies that has three aims. It requires academies to have due regard to the need 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.
- b. It is within this context that we aim to ensure all students at Clapton Girls' Academy learn and enjoy without the fear or possibility of being bullied.
- c. At Clapton Girls' Academy we also understand the serious consequences bullying can have on ensuring positive outcomes for students in terms of their enjoyment, achievement, safety, economic well-being and participation.
- d. Bullying behaviour can be directed at students because of many issues, including learning needs, appearance, health conditions, disability, friends or social issues, gender identity, wealth/status/home circumstances, race/religion, culture/interests/politics and sexuality (here bullying may be sexual, sexist or homophobic). PSHCE and RSE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

Our academy recognises that bullying is a behaviour concern and a behaviour choice. The academy's Behaviour for Learning Policy (no. 34) clearly states *that every student at Clapton Girls' Academy has the right to learn, the right to respect and the right to feel safe.* In order for all students to feel safe, staff and students need to ensure that they are working together to 'actively prevent bullying.'

In this policy all references to 'parent' include any person with parental responsibility.



2. AIMS

- a. To ensure that all students, including those from more vulnerable groups, are able to learn and achieve in a safe environment.
- b. To challenge all behaviour that negatively impacts on learning and feelings of enjoyment and safety.
- c. To raise awareness of the consequences of bullying through all aspects of the curriculum.
- d. To set out effective procedures for the action taken when bullying is reported and share these with all members of the academy community.
- e. To prevent bullying and promote positive relationships.
- f. To challenge bullying that is racist, sexist or homophobic or involves cyberbullying.
- g. To challenge bullying that targets individuals because they have particular needs.
- h. To challenge and record all peer-on-peer abuse, including sexual harassment and sexual abuse.

2a. **Links with other policies and reports**

This policy is closely linked to the following policies:

- Detention Policy 8
- Behaviour for Learning Policy 34
- Student Email and Internet Acceptable Use Policy 26
- Child Protection Policy 14
- Exclusions Policy 39
- SEN and Inclusion Policy 24
- Promoting Equality including PSED Policy 29

3. DEFINITION OF BULLYING BEHAVIOUR

Clapton Girls' Academy defines bullying as demonstrating a lack of respect for others.

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. It is behaviour that attempts to hurt, frighten, humiliate or threaten someone particularly if the behaviour is repeated or persistent. We recognise that bullying can take many forms:

Physical – hitting, pinching, biting, pushing, shoving, taking, intentionally tripping up someone or damaging belongings and stealing money.

Cyber-bullying - sending abusive text messages or emails to someone or a group, posting abusive messages, spreading rumours or making threats on social network sites, posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt.

The below examples of bullying could happen on and offline.



Verbal – name calling, insulting, racist or sexist or homophobic remarks, mocking, teasing, intimidating, threatening or demanding money, making things up to get someone in trouble or discredit their character.

Indirect - Spreading rumours to promote hatred and isolation, writing or drawing offensive graffiti, taking friends away from someone or excluding someone from the group making them feel uncomfortable or unwanted.

Sexual harassment and abuse – unwanted behaviour of a sexual nature which violates a person's dignity and makes them feel intimidated, degraded or humiliated.

At Clapton Girls' Academy we recognise that bullying often happens in front of other people. We always encourage students, staff, visitors and parents to report any bullying that they know of immediately and anonymously if they wish. If students act as bystanders **and** collude with the bullying, they will receive the same sanctions as the main student that is presenting bullying behaviour. Bystanders that collude with the bullying are students that are present at a bullying incident and join in with the bullying behaviour.

Bullying is recognised by the academy as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

At Clapton Girls' Academy, we will not tolerate any kind of bullying and recognise that bullying can involve and affect all members of the academy community including students, parents, teachers and support staff.

ALL BULLYING BEHAVIOUR will be taken SERIOUSLY by the academy.

3.1 CLAPTON GIRLS' ACADEMY ANTI-BULLYING CODE

1. We feel learning takes place best in a co-operative, secure and bully-free environment.
2. Everyone has the right to learn without fear, in an atmosphere where each person feels confident to fulfil their own potential.
3. Bullying is an abuse of a person's rights and at Clapton Girls' Academy everyone is of equal value.
4. Our academy will not tolerate any action which shows a lack of respect for any individual (student, parent or staff).
5. We will support the victim **and** the student that presents bullying behaviour.
6. All members of the academy should support our policy by reporting bullying – bullying is too important not to report.
7. Bullying, including any type of peer-on-peer abuse, will not be ignored.



4. RESPONDING TO BULLYING INCIDENTS

At Clapton Girls' Academy we recognise that if bullying is to be dealt with effectively **all** members of the academy community must take the appropriate action to ensure the victim is supported and the student that presents bullying behaviour is challenged. The following guidelines should be followed:

4.1 Reporting and Recording Bullying Incidents

- a) Anyone who is frightened of a student that presents bullying behaviour or affected by bullying behaviour should TELL someone. All students are reminded of who they can report to and where they can be found.
- b) All members of the academy community, whether they are victims, friends or bystanders, have a responsibility to report an incident to an adult immediately.
- c) The adult should then report the incident **immediately** to the relevant Head of Year/Progress or a member of the Leadership Team and record it (indicating victim and the student that presents bullying behaviour on a SSOD Referral Form).
- d) The member of staff in Student Reception with responsibility for recording bullying incidents should be notified of all incidents. They will add all incidents to SIMS and the bullying incident log.
- e) The academy has a duty of care to students and staff to ensure they are safe to work, learn and develop unimpeded by fear. Where bullying is found to have taken place by any means, whether on-site or off-site, including cyberbullying, robust action shall be taken to protect the wellbeing of students and staff.
- f) Parents will be informed at the earliest point if their child is involved in any bullying incidents and will be kept up to date with any outcomes of the incident.

4.2 Bullying Incidents

4.2.1 First Incident/Stage 1:

Supporting the victim:

- a) Establish facts by speaking confidentially with the victim. Assure victim of confidentiality.
- b) Obtain a statement written and/or signed by the victim.
- c) Obtain additional statements from any witnesses.
- d) Complete SSOD Referral Form and pass on to Student Reception to record.
- e) Reassure victim. If appropriate, those that report bullying will remain anonymous.



- f) Explain what procedures will follow in dealing with the student that presents bullying behaviour.
- g) If appropriate refer the victim to:
- Heads of Year/Progress or Engagement Support Assistant
 - Learning Mentors
 - Safeguarding team
- h) Keep the victim and victim's parent informed at all times of any action being taken.
- i) Inform Form Tutor / Head of Year/Progress / ESA.
- j) Inform parents of the incident. Serious Concerns Meeting arranged to discuss and agree follow up actions.
- k) Monitor situation.

Supporting the student that presents bullying behaviour:

- a) Meet the alleged student that presents bullying behaviour and talk through the academy anti-bullying policy.
- b) Explain the allegation and establish the behaviour that took place.
- c) Try to establish a reason for the behaviour.
- d) If the victim agrees, the Head of Year/Progress could arrange for a mediation conversation to take place.
- e) Complete a SSOD referral form and pass on to Student Reception to record.
- f) Ensure that the incident has been logged with the appropriate member of staff in Student Reception.
- g) Sanctions are applied as appropriate with each bullying incident being looked at as an individual case. There is a minimum sanction of 1 Hour LT detention for this stage of bullying.
- h) Parents of the student that presents bullying behaviour are invited in for follow-up in a serious concerns meeting with the Head of Year/Progress and Leadership Team Line Manager and will be informed of the possibility of further suspension, or permanent exclusion, from the academy if a further incident is reported.
- i) At the serious concerns meeting, a discussion with the student that presents bullying behaviour will be conducted about possible strategies for dealing with future behaviour. If appropriate, the Head of Year/Progress should refer the student that presents bullying behaviour to:
- A learning mentor
 - A relevant external agency
 - Safer Schools Police Officer



Depending on the severity of the incident at stage 1, after a single incident the Head of Year/Progress could move straight to the second stage (in consultation with the Leadership Team line manager).

4.2.2 Second Incident/Stage 2:

- a) If a second incident is reported (same or other students) the parents of the victim and student that presents bullying behaviour must be informed in writing.
- b) Complete a SSOD referral form and pass on to Student Reception to record.
- c) Ensure that the incident has been logged with the appropriate member of staff in Student Reception.
- d) The Head of Year/Progress meets with the student that presents bullying behaviour and informs them of the academy referral system.
- e) Sanctions are applied as appropriate. A suggested minimum sanction for this stage of bullying is internal exclusion in the SSC. The length of time for the exclusion can be dependent on the individual bullying case and will be decided by the Head of Year/Progress and LT Line Manager.
- f) Parents of the student that presents bullying behaviour are invited in for follow-up in a serious concerns meeting with the Head of Year/Progress and Leadership Team Line Manager and will be informed of the possibility of further suspension, or permanent exclusion, from the academy if a further incident is reported.
- g) At the serious concerns meeting, a discussion with the student that presents bullying behaviour will be conducted about possible strategies for dealing with future behaviour. If appropriate, the Head of Year/Progress should refer the student that presents bullying behaviour to:
 - a. A learning mentor
 - b. A relevant external agency
 - c. Safer Schools Police Officer
- h) The situation is monitored closely by the Head of Year/Progress and the member of the Leadership Team with responsibility for the anti-bullying strategy.
- i) The victim continues to receive support.

Depending on the severity of the incident, stage 1 and stage 2 could be combined and after a single incident the Head of Year/Progress could move straight to the third stage (in consultation with the Leadership Team line manager).



4.2.3 Third Incident/Stage 3:

- b) A SSOD referral form is completed by Head of Year/Progress and pass on to Student Reception to record.
- c) A student who has been caught bullying for the third time will be suspended from school for a fixed number of days. The length of time for the fixed term suspension will be dependent upon the individual case and must be agreed by Head of Progress, Leadership Team Line Manager and the Headteacher. Reasonable adjustments, however, must be made for students with SEND.
- d) Parents of the student that presents bullying behaviour are invited in for follow-up in a serious concerns meeting with the Head of Year/Progress and Leadership Team Line Manager and will be informed of the possibility of further suspension, or permanent exclusion, from the academy if a further incident is reported.
- e) At the serious concerns meeting, a discussion with the student that presents bullying behaviour will be conducted about possible strategies for dealing with future behaviour. If appropriate, the Head of Year/Progress should refer the student that presents bullying behaviour to:
 - a. A learning mentor
 - b. A relevant external agency
 - c. Safer Schools Police Officer
- f) The situation continues to be monitored closely.
- g) The victim continues to be supported as before.

4.2.4 Fourth Incident/Stage 4:

- a) A fourth SSOD referral form is completed by the Head of Year/Progress and passed to Student Reception to record.
- b) A student who has been caught bullying for the fourth time will be suspended from school for an increased number of days. The length of time for the fixed term suspension will be dependent upon the individual case and must be agreed by Head of Progress, Leadership Team Line Manager and the Headteacher. Reasonable adjustments, however, must be made for students with SEND.
- c) Parents of the student that presents bullying behaviour are invited in for follow-up in a serious concerns meeting with the Head of Year/Progress and Leadership Team Line Manager and will be informed of the possibility of further suspension, or permanent exclusion, from the academy if a further incident is reported.
- d) At the serious concerns meeting, a discussion with the student that presents bullying behaviour will be conducted about possible strategies for dealing with future behaviour. If appropriate, the Head of Year/Progress should refer the student that presents bullying behaviour to:



- a. A learning mentor
 - b. A relevant external agency
 - c. Safer Schools Police Officer
- e) The head teacher decides on action to be taken for the future education of the student including possible permanent exclusion from the academy.

4.3 Cyberbullying

- a) The following distinctive features of cyberbullying need to be recognised and taken into account when determining an effective response:
- **Impact** — the scale and scope can be greater than in other forms of bullying.
 - **Targets and bullies** — may be unlike traditional bullies and their targets
 - **Location** — the 24/7 and 'any-place' nature of cyber-bullying is particularly unsettling and invasive. Bullies may not be connected to the academy and yet can use bullying behaviour directly while the victim is in the academy.
 - **Anonymity** — the victim will not always know who is attacking them.
 - **Motivation** — bullies may not always be aware that they are bullying.
 - **Evidence** — the target of the bullying will have evidence of its occurrence.

As for any incident of bullying, staff should take particular care to record and investigate incidents, support the victim, involve parents where appropriate and to work with the student that presents bullying behaviour. Appropriate sanctions should be used. Staff should bear in mind the potential need to refer to other agencies to protect the victim from harm, especially where safeguarding concerns are involved, including contacting the academy's Designated Safeguarding Lead (DSL), or the academy's Safer Schools police officer.

b) Prevention of Cyberbullying

Induction to the academy's ICT network includes guidance and instruction related to safe use of email, the internet and the academy network. Through the ICT curriculum, in PSHCE lessons and in assemblies, issues connected with bullying and cyberbullying are discussed and revisited.

Please see 'Online Safety and Acceptable Use Agreement (Policy 26) which looks in more depth at student use of technology.

c) Preserve the evidence

Students and staff are advised to try to keep a record of the bullying, particularly the date and time, the content of the message(s), and where possible a sender's ID (e.g. username, email, mobile phone number, IP address (Internet Protocol address - a numerical label assigned to each device e.g. computer, printer) or the web address of the profile/content. For example, taking an accurate copy or recording of the whole webpage address will help the service provider to locate the relevant content. Keeping the evidence will help in any investigation into the cyber-bullying by the service provider, but it can also be useful in showing what has happened, to those who may need to know, including parents, teachers, pastoral staff and the police.

How to do this

It is always useful to keep a written record, but it is better to save evidence of bullying on the device itself by screenshotting the information.

d) Identifying the student that presents bullying behaviour- Academy and parental responsibility

Although technology allows anonymity, there are ways to find out information about where bullying originated from. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or academy network account has been used, locating the original source will not, by itself, determine who the student that presents bullying behaviour is.

In cases where the identity of the student that presents bullying behaviour is unknown, here are some key points to consider:

Academy

- If the bullying was carried out on the academy system, contact the academy ICT staff or ICT support to investigate.
- Check for any identifiable witnesses who can be interviewed.

Parent

- If the bullying was not carried out on the academy system, ascertain where it was carried out. Parents would need to involve the police and the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor, or removing content it considers defamatory or breaks their terms of service. The police will have resources and will be able to look into the data of another user.
- If the bullying was via mobile phone, parent should check whether the student that presents bullying behaviour has withheld their number. If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the originating phone but the mobile operator can only disclose this information to the police. If the number is not withheld it may be possible for parent to identify the caller.
- If a potential criminal offence has been committed, parent should contact the police and the police may have a duty to investigate. Although bullying or cyberbullying is not a specific offence in UK law, there are criminal laws that can apply such as harassment, threatening behaviour, stalking, and threats of harm or violence to a person or property, and any evidence of sexual exploitation or, particularly for cyberbullying, threatening and menacing communications. These range from harassment to offences under the Obscene Publications Act 2019, the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, and the Protection of Children Act 1978.

Child Exploitation and Online Protection

A national agency called the **Child Exploitation and Online Protection Centre (CEOP)** was set up in 2006 to deal with child sexual exploitation and it is possible to report directly to them online. However, it is important to note that it is the sexual exploitation of children and young people, not cyber-bullying, which forms the remit of CEOP. Incidents that involve the risk of significant harm to children would be discussed with the academy's Designated Safeguarding Lead (DSL), who may advise a referral to the statutory agencies.



There is no obligation for academies to report such offences to the police, but at Clapton Girls' Academy, we involve our Safer Schools Police Officer in cases of cyberbullying where a possible criminal offence has been committed or in sexual exploitation situations. Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

e) Bullying outside academy premises

Teachers have the power to issue sanctions to students for misbehaving outside the academy premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere away from the academy premises, such as on public transport, outside the local shops, or in a town or shopping centre. Where bullying outside the academy is reported to academy staff, it should be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or the external agency worker linked to the student, of the action taken against them. If the misbehaviour could be criminal or poses a serious threat to a student, parent, member of staff or member of the public, the police will always be informed by the necessary party.

f) Support for the person being bullied

Key principles we apply include reassuring the victim that it is right to talk, recognising that the situation must have been hard for them to deal with, and stressing that no one has a right to treat them in that way. We offer in-house pastoral support from Heads of Year, Engagement Support Assistants and mentors, as well as peer to peer support. Our Safer Schools officers also play a supportive role.

We advise the person being bullied:

- not to retaliate or return the message. Instead, the victim should keep the evidence and take it to their parent or a member of staff,
- to think about the information they have in the public domain and their activity online,
- to listen to the advice offered by our Safer Schools officer.

g) Try to contain the incident

Some forms of cyber-bullying involve the distribution of content, or links to content, which can exacerbate, extend and prolong the bullying. We try to contain the 'spread' of this. We have found that the quickest and most effective route to getting inappropriate material taken down from the web is to ask the person who originally posted it to remove it, ensuring that the person responsible understands why the material is offensive and constitutes as cyber-bullying. We may also contact the host of the site for support in taking down the content.

We will also confiscate phones or other devices, containing offending content or ask students to delete the content, checking if they have also forwarded the information to others. Academy staff can legally confiscate a mobile phone according to the Education

and Inspections Act 2006 (s 94). The police will be contacted in cases of actual or suspected illegal content.

h) Working with the student that presents bullying behaviour and applying sanctions

With any form of bullying, we take steps to change the attitude and behaviour of the student that presents bullying behaviour, ensuring they have access to any support that they may need. Mediation between the student that presents bullying behaviour, and the victim can work well and we consider this to be an important part of the process. It does not have to be face to face.

All students are educated to know that bullying behaviour is unacceptable and to recognise that some cyber-bullying has been known to be unintentional, or at least carried out with little awareness of the consequences. Determining appropriate sanctions for incidents will then require sensitivity to the impact on the person being bullied, as well as any misunderstanding or thoughtlessness on the part of the student that presents bullying behaviour. We always endeavour to understand any extenuating circumstances and try to deal with each case on an individual basis.

Disciplinary measures are applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities and considering the needs of vulnerable students. We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the student that presents bullying behaviour. Where this is the case, the child engaging in bullying may need support themselves. Specific sanctions for students engaged in cyber-bullying behaviour could include limiting internet access for a period of time within the academy. Depending on the frequency or pattern of bullying in each individual case, more serious sanctions, including internal and external exclusion, may apply.

5. Monitoring and review

Monitoring of this policy will take place at an individual, year team and whole academy level at least once each academic year. Monitoring should include:

- Analysis of statistics recorded on SIMS
- Consultation with staff, students and parents
- Curriculum review, especially for PSHCE and RSE
- Half termly governor input and monitoring of this policy and the bullying log

6. Strategies for Preventing Bullying and Promoting Positive Emotional Health and Well-being

- a) Learning about the consequences of bullying is an integral part of the PSHCE programme with a particular focus in Year 7 and Year 8 and an effective way of ensuring students understand why it is wrong to use bullying behaviour.
- b) Learning about managing feelings is an integral part of the broad and balanced curriculum offered at the academy. In all subjects, students are given the opportunity



to develop effective communication skills and teamwork skills which foster the positive attitudes we believe reduce the likelihood of bullying.

- c) As part of the whole academy work on promoting positive behaviour for learning, students are given many opportunities to reflect on behaviour and the use of restorative approaches that support the academy ethos and promotes harmony and positive relationships with others.
- d) On Focus Days we have a programme of events tailored to enhance students' learning about emotional health and well-being.
- e) We actively raise awareness of the damaging consequences of bullying through assemblies and collective time.
- f) We take an active part in the annual national Anti-Bullying Week by holding assemblies for all year groups and having collective time activities.
- g) We provide opportunities for all staff to have training on how to identify and intervene in cases of bullying and provide guidance on how to report cyber-bullying.
- h) We have trained mentors who offer mediation for students and support through mentoring.
- i) We have an effective pastoral system and behaviour support team that ensures all students are known and that their emotional needs are as closely monitored and catered for as their learning needs.
- j) Parents have access to relevant information about bullying via our website, the weekly headteacher letter, the CGA news and Parent Information Meetings.



Appendix 1 – Stage 1 Bullying behaviour letter

Date

Address

Dear Parent(s) / Person(s) with Parental Responsibility,

Bullying Incident stage 1- Student Name and Tutor Group

I regret to inform you that **name** was involved in **a bullying incident / a conflict** with another student at the academy on **date**, which had to be followed up by a member of Senior Staff on Duty / Head of Year/Progress / Tutor / Engagement Support Assistant.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of **name** involvement in this incident, **name** has taken part in a mediation meeting with one of our Learning Mentors and will sit a one-hour Leadership Team detention on _____. Following this, your child will have a meeting with the Engagement Support Assistant / Safer Schools Officer to discuss this incident and make changes for the future.

I am sure you will want to talk to **name** about this incident and support the academy in our efforts to encourage **name** to follow the rules and to behave in a way that shows respect, courtesy and understanding to others.

Yours faithfully

Name

Copies: Tutor
Head of Year/Progress
Line manager
Headteacher



Appendix 1a – Stage 2 Bullying behaviour letter

Date

Address

Dear Parent(s) / Person(s) with Parental Responsibility,

Bullying Incident stage 2- Student Name and Tutor Group

I regret to inform you that **name** was involved in **another bullying incident / another conflict** with another student at academy on **date**, which had to be followed up by a member of Senior Staff on Duty / Head of Year/Progress / Tutor / Learning Mentor.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of **name** involvement in this incident, **name** has taken part in a mediation meeting with one of our Learning Mentors and will be Internally Excluded for **X** day/s in the Student Support Centre. **Name** will also been spoken to by our Safer Schools Police Officer / has been referred to our Learning Mentors for support.

This is not the first time that **name** has been involved in a bullying incident and I am concerned that there has been a repeat of behaviour that makes other students feel unsafe and unhappy in academy. If **name** continues to behave in this way, I may have to recommend exclusion from the academy.

I am sure you will want to talk to your child about this incident and support the academy in our efforts to encourage them to follow the rules and to behave in a way that shows respect, courtesy and understanding to others.

Yours faithfully

Anna Feltham
Headteacher

Copies: Tutor
Line manager
Head of Year/Progress



Appendix 1b – Stage 3/4 Bullying behaviour letter

Date

Address

Dear Parent(s) / Person(s) with Parental Responsibility,

Bullying Incident stage 3/4 -Student Name and Tutor Group

I regret to inform you that **name** was involved in **another bullying incident / another conflict** with another student at academy on **date**, which had to be followed up by a member of Senior Staff on Duty / Head of Progress / Tutor / Learning Mentor.

Details of the incident:

(Brief description of incident)

This kind of incident is taken very seriously as we expect all students to feel safe so that they can learn, enjoy and achieve in our academy. As a result of **name** involvement in this incident, **name** has taken part in a mediation meeting with one of our Learning Mentors and will be suspended from school for **X** day/s. **Name** will also been spoken to by our Safer Schools Police Officer / has been referred to our Learning Mentors for support.

This is not the first time that **name** has been involved in a bullying incident and I am concerned that there has been a repeat of behaviour that makes other students feel unsafe and unhappy in academy. If **name** repeats this sort of behaviour again, **I will have no alternative but to recommend exclusion from academy.**

I am sure you will want to talk to your child about this incident and support the academy in our efforts to encourage them to follow the rules and to behave in a way that shows respect, courtesy and understanding to others.

At this stage, a meeting is now required to discuss how we can support **name** to prevent future incidents. I will be in contact to arrange a time that is convenient for you.

Yours faithfully

Anna Feltham
Headteacher

Copies: Tutor
Line manager
Head of Year/Progress



Appendix 2 – Victim letter

Date

Address

Dear Parent(s) / Person(s) with Parental Responsibility,

Bullying Incident- Student Name and Tutor Group

Further to our telephone conversation today, I regret to inform you that **name** was the victim of **a bullying incident / conflict** with another student at the academy on **date**, which had to be followed up by a member of Senior Staff on Duty / Head of Progress /Tutor / Learning Mentor.

Details of the incident:

(Brief description of incident)

The academy takes bullying incidents very seriously, as we expect all students to feel safe to learn, enjoy and achieve at Clapton Girl's Academy. This incident was upsetting for **name** and they did the right thing reporting it to a member of staff.

To support your child, we have arranged for a mediation session with a Learning Mentor / referred them to a Learning Mentor / reminded them about who they can speak to and where they can go when they need help or is feeling unsafe or unhappy.

I would like to reassure you that the other student has been disciplined appropriately by the academy and their family have been informed about the incident and our serious concerns about their child's behaviour.

(For more serious incidents) The Head teacher and Police Officer from the Safer Schools Team have been informed about the incident, as serious bullying incidents like this can lead to exclusion from the academy for the student that presents bullying behaviour.

The Head of Year/Progress **X**,, will continue to monitor the situation. Please contact them at the academy if you have any further concerns.

Yours faithfully,

Copies: - Tutor
 - Head of Year/Progress
 - Line Manager
 - Head teacher