Grateley House School

Positive Peer Interactions Policy
2025-26

Policy Reviewed By	Terry Kelly, Head of Education Melissa Morton, Behaviour Support Lead
Date of Review	January 2026
Date of SLT Review/Approval	February 2026
Date of Next Review	February 2027

Purpose Aims

This policy aims to:

- seek to create a culture in which positive peer interactions are actively promoted through social skills. development, opportunities for collaborative working, and role modelling;
- seek to create a culture in which bullying of any kind is not accepted by anyone;
- enable all staff to differentiate between negative peer interactions caused by underlying social communication difficulties, and bullying;
- enable all staff to understand what constitutes bullying and feel confident to address this.
- make it clear to students, staff and parents/carers that students facing social communication challenges that lead to negative peer interactions are supported to reflect on their behaviour, acknowledge the impact of their response, share their story and identify their own triggers, make amends, identify solutions and develop adaptive coping strategies for the future. We strongly believe that every student has the right to develop adaptive strategies and skills for overcoming their social communication difficulties;
- make it clear to students, staff and parents/carers that bullying is completely unacceptable. We strongly believe, as part of our behaviour policy, that students have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms';
- provide a clear framework for dealing with incidents of negative peer-interactions, ensuring that students are not mislabelled as bullies, which can have a detrimental impact on self-esteem. Where harm has occurred, we are also committed to ensuring that students impacted by negative peer-interactions are appropriately supported;
- provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying outside of school. Therefore, if bullying does occur, students should be able to tell, and know that incidents will be dealt with promptly and effectively;
- ensure staff to be vigilant in recognising if bullying is taking place, and deal with it thoroughly and with sensitivity;
- promote positive relationships amongst all and to develop a culture in which students are listened to and their concerns taken seriously.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All students are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that they have free and informal access to the Principal and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. We aim to promote a transparency in human relationships so that young people, by default, are held to account for the feelings they may evoke in others.

This policy applies to all activities both on and away from the location. In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the relevant Employment Policies and Procedures. Accusations of bullying of an Individual by members of staff will be investigated thoroughly.

Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a student, a parent/carer, a member

of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

Policy Objectives

To proactively work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect;
- making students fully aware of the school's policy through, for example, a list of expectations and promoting the school values of Be Kind, Be Brave and Be You. This includes ensuring that there is a culturally shared understanding of what these mean and how that informs our behaviour and social interactions;
- supporting students when negative peer interactions occur through acknowledging their unique social communication challenges and fostering the development of adaptive coping strategies, social communication skills and an understanding of what is socially expected;
- ensuring students understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents/carers or any helpful adult or friend;
- promoting anti-bullying using educational elements such as our scheme for Personal, Social, Health, Economic education (PSHE) education assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language, and use of restorative practice approaches;
- informing parents/carers by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying assembly and peer mentoring;
- familiarising all staff with the anti-bullying policy through in-service training and professional development to ensure it is applied consistently and fairly and by showing respect for all, that they act as good role models for students;
- for all Cambian Children's Services staff to address issues of bullying in a consistent manner;
- to make young people, parents/carers and staff aware of what steps to take when an incident of bullying has occurred;
- to demonstrate to those struggling to interact positively with peers, and bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe, which includes strategies to address the student's problematic behaviour in a fair, firm, non-oppressive manner and to provide them with support to enable them to change their behaviour;
- to clarify issues of responsibility for responding to incidents of bullying and to emphasise to staff, young people, parents/carers and other interested parties the company's 'zero tolerance' attitudes towards bullying behaviour;
- to eliminate intimidating behaviour and promote an ethos in which each young person is safe and able to realise their full potential;
- to reassure parents/carers and placing social workers that the company takes the issue of bullying seriously and will take the necessary action to minimise its impact on the young people who live and are educated there in;
- to ensure records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified;
- to ensure that each Individual is treated fairly and with respect.

Definitions

Promoting Positive Peer Interactions

Peer interactions occur frequently throughout the education day and in the home settings. Where we support students with unique and varied individual communication needs and challenges, it is important to support students to interact positively, overcome misunderstandings, and encourage learning and awareness of socially expected behaviours and interactions. The school provides scaffolded and supported opportunities for positive peer interactions, for example, in tutor time, social skills lessons, individual ELSA sessions, group ELSA interventions, pastoral sessions, PSHCE curriculum, break-time activities, lunch-time activities and personal development time. At times, negative peer interactions do occur.

Defining Negative Peer Interactions

A negative peer interaction can occur between an individual or group of people, where there is a social communication challenge or misunderstanding. This can lead to fixated or obsessive behaviours, verbal behaviours directed towards a peer, concerns with perceived social injustice, and may escalate to physical behaviours. They are a reactive response to internal or external triggers, and are not premeditated. Emotional and physical harm may occur as a result of these negative interactions, and the impact needs to be carefully managed and supported. Negative peer interactions are reactive responses that may occur repeatedly whilst the students are supported to learn and reflect, and where triggers are still present in the environment. Negative peer interactions that are not effectively supported in the earlier stages are at risk of becoming an embedded pattern of behaviour, and developing into bullying. Negative peer interactions may occur without intent due to a difference in perception or a misunderstood social interaction. Therefore, when any negative peer interactions are reported, students involved are initially informed of their behaviour and how and why this may be perceived as bullying. This is to ensure all students have the opportunity to understand and adapt their peer interactions to positive ones before it escalates to a bullying incident.

Definition of Bullying

Bullying is an interaction between an individual or group of people with a more powerful individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation and happens over a sustained period of time. Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally humiliate, threaten, frighten or hurt an individual or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email. Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of any type of bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Behaviour Policy Grateley House school believes that all young people and adults have the right to live in a supportive, caring environment in which students feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Bullying can be direct or indirect

Direct forms include physical violence or threats; verbal assaults and taunts; the destruction of property;

extortion and unwanted sexual interest or contact. Examples of **indirect** forms of bullying include ignoring and withdrawal of friendships; excluding and isolating young people; malicious gossip; offensive and threatening texting; spreading rumours and abusive or offensive graffiti. Bullying may also include being forced to become involved in criminal or anti-social behaviour.

Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.

Increasingly, bullying is happening through new technology. This can involve sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g., on social networking websites) or sending or posting offensive or degrading images and videos. 'Cyberbullying' as it is often called, night take the form of 'real world' bullying being played out online. Situations may be deliberately engineered in order to photograph someone in a humiliating way and circulate this online. It can be particularly insidious because of the potential to follow young people wherever they are, including in the home. "Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself." We recognise that the advent of cyber-bullying adds a new and worrying dimension to the problem of bullying as there no safe haven for the person being bullied. Unlike other forms of bullying, cyber-bullying can follow young people and young people into their private spaces and outside school hours. Cyber-bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen. ICT may be used to send threatening pictures or messages to others.

Seven categories of cyber-bullying have been identified:

1. **Text message** bullying involves sending unwelcome texts that are threatening or cause discomfort;
2. **Picture/video-clip** bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks;
3. **Phone call** bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all

mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified;

4. **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
5. **Online grooming**, Chat room and Social Networking Site abuse involves sending menacing or upsetting responses to young people.
6. Bullying through **instant messaging** (IM) is an Internet-based form of bullying where young people are sent unpleasant messages as they conduct real-time conversations online;
7. Bullying via **websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber-bullying. Furthermore, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone. Most cyber-bullying is done by young people of the same age. Although it leaves no visible scars, cyber-bullying of all types can be extremely destructive. Research has found that:

o   Phone calls, text messages and email are the most common types of cyber-bullying;
o   There is more cyber-bullying outside school than in;
o   Girls are more likely than boys to be involved in cyber-bullying in school, usually by phone;
o   For boys, text messaging is the most usual form of cyber-bullying, followed by picture/video clip or website bullying;
o   Picture/video clip and phone call bullying are perceived as the most harmful forms of cyber-bullying;
o   Website and text bullying are equated in impact to other forms of bullying;
o   Around a third of those being cyber-bullied tell no one about the bullying.

Cambian Children's Services takes all form of bullying seriously and is particularly concerned to take action in relation to incidents which include racist, sexist, disability or homophobic elements. In these cases, such issues will be specifically addressed with the bully (and his/her parent/carer/staff as appropriate) in the course of incident management.

Racist
Bullying directed at students of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.

Cultural
Focusing on and/or playing off perceived cultural differences or similar.

Sexist
Covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.

Sexual
Is unwanted or inappropriate physical contact or sexual innuendo.

Homophobic
This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is

required for victims.

Religious

Attacking faith, belief, religious practice or custom. Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) (Dyslexia, Dyscalculia and Dyspraxia.

Verbal

Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

Written

Spreading rumours, writing or printing unkind or malicious on paper.

Hackett's Continuum of Behaviours (2010)

It can be useful to consider an adaptation of Hackett's Continuum, to aid understanding and consideration of where a peer interaction may sit, allowing informed decisions to be made in regards to the level of response required.

Normal – it is important to keep in mind the developmental processes happening across adolescence, and how the skills for navigating peer interactions are in their infancy and need support and scaffolding.	Inappropriate – reflects that the navigation of peer interactions is a skill that continues to be developed across adolescence, and that students will not always get this right. The additional context of neurodivergent differences also needs to be considered.	Problematic – elements of deregulation may exacerbate interactions. There is a shift from genuine misunderstanding and lack of social awareness towards a small degree of intent.	Abusive / Violent – characterised by malicious intent, premeditation. Lacking remorse or the desire to make amends.
Developmentally expected.	Single, or isolated instances of inappropriate behaviour.	Problematic and concerning behaviours. These behaviours may be more frequent, however, remain sporadic and inconsistent. There are efforts to get along well with peers that coincide with challenging interactions.	Victimising intent or outcome. Includes the misuse of power
Socially acceptable.	Socially acceptable behaviour within the peer group – for example, "banter". Consider also the context of neurodivergence and the impact this has on social communication skills.	Developmentally unusual and socially unexpected. Elements of neurodivergence will increase the likelihood of seeing developmentally unusual peer interactions. May include levels of compulsivity or impulsivity.	Coercion and force to ensure victim compliance
Consensual, mutual, reciprocal.	Context for behaviour may be inappropriate	No overt elements of victimisation. There is likely to be a degree of misunderstanding, or fixed rigid thinking patterns that are influencing the behaviour, which need addressing with supportive reflective sessions.	Intrusive
Shared decision making.	Generally consensual and reciprocal.	Consent issues may be unclear. May lack reciprocity or equal power.	Repeated and consistent behaviours targeting an individual or group of students with malicious intent and premeditation.

Positive Peer Interaction	Negative Peer Interaction requiring support and scaffolding.	Negative Peer Interaction with significant impact, requiring reflection, support and restorative practice for those involved.	Bullying – provide support for all involved and consider behaviour report, or other sanctions, alongside therapeutic intervention.

The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by many students at some period during their school career. We believe that all young people and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with. Bullying can take place between student and student, staff and staff and staff and student. We consider the pastoral care of the staff and young people to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the classroom, at break time or any part of the school. All staff and students are expected to follow our school values and a common code of behaviour (see Behaviour Policy). All staff and volunteers at our school are expected to treat each other with kindness and a professional level of respect.

Educating Students

Education to promote positive peer interactions and prevent bullying will be provided through the curriculum, and learning activities in all areas of the school. Appropriate behaviour will be reinforced during lessons, themed assemblies, themed weeks, personal development and extra-curricular activities. Curriculum opportunities are used to address bullying through:

- All subject areas
- Themed assemblies
- Weekly themes such as National Anti-Bullying Week
- Offsite Activities
- Restorative meetings
- A shared understanding of the school values: Be Kind, Be Brave, Be You.

Students will be encouraged to develop and understand patience, empathy, co-operation and tolerance.
They are also given the opportunity to learn about British values and these are actively promoted by school staff and the environment.

Scope

The policy applies to all concerns around negative peer-interactions and incidents of bullying between young people whether they occur within or outside the setting including cyber bullying. If there are concerns about young people being bullied by staff, these will be addressed through the Whistle-blowing/Safeguarding Policies.

If a young person is being bullied by another young person the same procedures apply.

Where there are concerns around staff on staff bullying, these will be addressed through the Harassment & Bullying Policy, Whistle Blowing policy and Code of Conduct.

Procedures

The Principal is responsible for ensuring that clear procedures are in place to support this policy for preventing and managing bullying incidents and that the procedure is routinely reviewed to reflect current and up to date

local procedures and protocols. Procedures for the prevention and management of bullying incidents are underpinned by this policy and are set out in localised procedures in Appendix 2.

Roles and Responsibilities

Regional Leads
- To hold oversight of the school's anti-bullying school ethos to ensure it is an inclusive environment.
- To ensure regular review of anti-bullying policy and practice, and to ensure the school is promoting equality for its whole community.

Principal
- To create an atmosphere that promotes no tolerance of bullying at Grateley House School.
- To respond to incidents of bullying quickly and effectively to the satisfaction of students and parents/carers.
- To deliver and organise any necessary training for staff to ensure they understand and implement the Positive Peer Interactions Policy effectively. Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a point of call to guide staff on any bullying related matter.
- Ensure that an effective system is in place to record and monitor incidents of bullying.

Vice Principal
- To act as the first point of reference, alongside the Behaviour Lead, for any guidance on responding to bullying.
- Promote anti-bullying week and implement the anti-bullying strategy across the education day.
- To work with the School Council representatives on work relating to anti-bullying.
- To regular monitor incidents of bullying, and related incidents such as attendance.

Behaviour Lead
- To act as the first point of reference, alongside the Vice Principal, for any guidance on responding to bullying.
- Promote anti-bullying week and implement the anti-bullying strategy across the school day. To work with the School Council representatives on work relating to anti-bullying. To regular monitor negative peer-interaction events, incidents of bullying, and related incidents such as attendance.
- To lead the promotion of anti-bullying week.

Middle Leadership Team
- To uphold the ethos and expectation of school leadership team with regards to a no tolerance approach to bullying within school.
To provide emotional support to students who are victim to incidents of bullying.

All Staff
- To challenge any negative-peer interactions and consistently monitor students and bullying related incidents, and to follow the correct procedure for recording incidents of bullying.
- To be constantly modelling high standards of behaviour and to have high expectations for all students.
- To report any incidents of bullying to the Vice Principal and Behaviour Lead, and log it on the school system.

Student's Voice
There are a number of ways in which a student can communicate their feelings and thoughts relating to bullying. These include (but not limited to): school council meetings, tutor times, complaints procedures, annual reviews, student questionnaires and trusted adults. School staff will remain vigilant for signs that students may be subject to bullying behaviour expressed through either a student's verbal account, or from non-verbal communication such as deregulation, change in mood, injury or changes in presentation. Claims of bullying made by students will always be taken seriously. Where communication is difficult for students with ASD, staff

should be aware of other signs and symptoms of bullying as outlined in document in Appendix 1.

Availability

This policy and supporting procedure is made available to parents/carers, staff and students at the school office and on the school's website.

Accountability

The Principal has day-to-day operational responsibility for this policy, and ensuring that all staff who may deal with concerns or investigations under this policy receive regular and appropriate guidance on its use.
All colleagues are responsible for the success of this policy and should ensure that they use it to disclose any suspected danger or wrongdoing.

Standard Forms, Relevant Documents, Letters & References

Relevant Cambian Policy (other)
Equality And Diversity including Equal Opportunities and Racial Harassment
e-Safety Policy including ICT Acceptable Use
Harassment and Bullying Policy- GHR 02
Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
Safeguarding Policy and Procedures including Child Protection
Staff Code of Conduct
Whistleblowing Policy

External Guidance

Child Line Pack: Dealing with Bullying and the importance of friends
https://www.gov.uk/government/publications/preventing-and-tackling-bullying
http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderin
gDownload/DCSF-01141-2009.pdf

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Student	This means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Grateley House School we can have 64 students attending and/or residing between the ages of 11 to 19.
Principal	This is the senior person with overall responsibility for the school. At Grateley House School this is the Principal. At Stratford Lodge this is the Registered Manager.
Parent/Carer	This means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Grateley House School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

Legal Status

- Complies with Part 3, paragraph 10 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Cambian Group complies with legislation / regulations and requirements under the Quality Standards 2015
- Social Care, England Children and Young Persons, England The Children's Homes (England) Regulations 2015.
- The Health and Social Care Act 2008 (Regulated Activities) Regulations 2015. Care Home (Wales) Regulation 2002
- Preventing and Tackling Bullying: Advice for Principal, staff and governing bodies: DfE Guidance (October 2014): and the relevant aspects of Safe to Learn, embedding anti-bullying work in schools. Supporting young people who are bullied: advice for schools: DfE Guidance (March 2014). Cyberbullying: advice for Principal and school staff: (November 2014). Advice for parents and carers on cyberbullying: (November 2014) along with having regard for the guidance set out in the DfE (Don't Suffer in Silence booklet).
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty.

Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or earlier where significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

Signed

Eva Pereira
Principal

January 2026

Andrew Sutherland

Managing Director, Education Services, CareTech Group
January 2026

Appendix 1 - Signs and Symptoms

This is not an exhaustive list. If staff have any concerns regarding bullying, they must report this to a senior leader or a member of the safeguarding team. All staff must be aware of the following signs and symptoms that a student might present if they are being bullied:

- Frightened of coming to school
- Unwilling to attend school
- Difficulty getting into their transport
- Changes to their usual routine
- Non-attendance to lessons
- Change in mood, becoming withdrawn
- Displaying signs of anxiety, lacking in confidence
- Starts stammering
- Engages in self-harm behaviour
- Runs away, absconds
- Crying at night time, reports of nightmares/difficulties sleeping
- Has possessions which are damaged or 'go missing'
- Asking for money at unexplained times (might be giving money away to a bully)
- Has unexplained cuts and bruises Becomes aggressive
- Stops eating
- Starts to bully other children or siblings
- Is afraid to use their tech devices
- Is nervous or jumpy when a cyber-message is received
- Spends a lot of time of their mobile phone / tablet but does not share what they are doing on it

Appendix 2 - Localised responses

The school recognises that bullying is never acceptable and will use the following procedures as guidelines for responses to bullying incident. All incidents will be investigated and responses considered on an individual basis considering the views of students, staff and parents where appropriate.

A variety of effective strategies may be used to respond and stop bullying including:

- Apology from aggressor to the victim (verbal or written). This may be supported by a member of staff.
- Restorative conversations between peers, supported by experienced and well-trained staff.
- Discussions of victim's own behaviour leading up to the incident.
- Social stories, aimed at developing aggressor's and victim's understanding of the situation/incident
- Effective debriefs, aimed at developing aggressor's and victim's understanding of the situation/incident
- Positive steps to be taken with the aggressor to encourage improved behaviour such as a 'Behaviour Report'
- Emotional support for aggressor/victim
- Parents/carers will be contacted and may be requested to attend the school for a review meeting
- Recording of incidents on school system, followed by analysis of incidents
- Implementing disciplinary sanctions, including tiered approach, isolation, bullying report, fixed-term exclusions
- or end of placement reviews.
- Work with the wider community such as youth workers, police and other children's services where bullying is
- particularly serious or persistent and when a criminal offence may have been committed.

The school will respond to incidents of bullying using the following guidance:

- Incidents of bullying should be reported immediately to a member of the Middle Leadership Team or Vice
- Principal.
- All incidents of bullying will be recorded on the school system. Incidents of bullying should be checked with the
- Behaviour Lead, or a member of the Senior Leadership Team.
- Middle and Senior Leaders will use this policy to determine the most appropriate response.
- Middle and Senior Leaders will act quickly and effectively to respond and resolve incidents of bullying.