UNIQUE ACADEMY

SINCERE KNOWLEDGE SEEKERS SUCCEED

Nourishing the fitrah of each unique child

Anti-Bullying Policy

The Prophet (peace and blessings be upon him) said, "…*let a man help his brother whether he is wrong or being wronged. If he is oppressing others, then stop him, for that is supporting him. If he is being oppressed, then support him.*" (Ṣaḥīḥ Muslim 2584)

Updated: January 2025	Review date: January 2026	Anti-Bullying Officer: Hawwa Mbombo

Anti-Bullying Policy

At Unique Academy, our aim is to provide a safe, Islamic learning environment where diversity, equality and respect are promoted and where children develop the knowledge, understanding and skills that will prepare them to be morally grounded human beings and positive contributors to their local community and society at large.

We strive to provide a school environment where every child can feel:

● Physically and emotionally safe
● able to enjoy and achieve
● able to make a positive contribution to their community and society.

To protect the rights of all children to have a safe and secure learning environment **Unique Academy** will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. Consequently, this policy is linked to our Safeguarding and Behaviour and discipline policies. If such a case arises, the staff at **Unique Academy** will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

● Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
● Keep all other children safe, happy and confident

Definition of Bullying

The Department for Education (DFE) defined bullying as, *"Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."* (DFE, 'Preventing and Tackling Bullying', July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Roles And Responsibilities

Unique Academy adheres to the Education Act 2002, Education and Inspections Act and Equalities Act 2006 which set out the legal responsibility of schools to prevent and tackle bullying. We are also informed by DfE guidelines: 'Supporting children and young people who are bullied, 2014' and 'Preventing and tackling bullying, 2017'.

Our behaviour policy is in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Additionally, **Unique Academy** has developed this anti-bullying policy, a copy of which is available from the school reception area and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The Trustees

The Trustees support the Headteacher in all attempts to eliminate bullying from the school. The Trustees will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Trustees monitor incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Trustees require the headteacher to keep accurate records of all incidents of bullying and to report to the Trustees on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of trustees. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The Role Of The Headteacher

Anti-Bullying Officer: Hawwa Mbombo (Headteacher)

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the Trustees about the effectiveness of the anti-bullying policy on request.

It is the Headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher will draw the attention of children to this fact at suitable moments. For example, the headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role Of Staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy and remind children of their Islamic duty in being kind and respectful of each other.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the headteacher with a copy in order that they can decide on an action. All cases are individual and various strategies will be employed by the headteacher to address the issue.

Teachers and support staff will encourage acts of kindness among pupils and do all they can to support a child who is being bullied.

Types of Bullying

Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: pushing, kicking, hitting, or any use of violence.
- **Racist**: racial name calling, graffiti, unacceptable gestures.
- **Verbal**: name calling, spreading rumours, teasing.
- **Harassment:** may include unwanted sexual contact, sexually abusive or comments.
- **Harmful sexual behaviour:** Leaders ensure that school's culture will address harmful sexual behaviour. This means that sexual harassment, online sexual abuse and sexual violence are not happening in the community,

and potentially in the school, even when there are no specific reports, and follow whole-school approach to address them (see child protection and safeguarding policy).

- **Child on child abuse**: child on child abuse occurs when a child is exploited, bullied and / or harmed by their peer who are the same or similar age. It can cause severe and adverse effects on children's emotional development
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them
- **Cyber/Online**: threats by text message, email misuse, social media Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media forums Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so.

Therefore, bullying is not having a single argument or altercation, as children have disagreements from time to time, which must be addressed through the schools behaviour policy, however, bullying is deliberate (on purpose) over a sustained period of time.

Prejudice/Discriminatory Based Bullying

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

- age
- disability
- marriage/civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment

At Unique Academy, we take all forms of bullying seriously and aim to ensure that everyone feels valued by:

- establishing a safe and inclusion school culture
-Celebrating differences
- including and involve pupils from different backgrounds and heritages
- empowering staff and pupils

Prejudice based bullying will be fully investigated and remedial actions or sanctions taken, as appropriate.

Cyber Bullying

Unique Academy has a separate policy related to Online Safety and Acceptable Use addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. An Acceptable Use poster will be displayed prominently in classrooms and discussed with pupils in assemblies, PSHE classes and computing classes.

Cyber-bullying describes bullying that occurs online and can include:
- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chat rooms, Facebook, Twitter or Snapchat;
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites and apps such as Facebook, Twitter, Instagram or Snapchat.

- **Damage to Property or Theft**: children may have their property damaged, taken off them or stolen.
- **Homophobic** – behaving or speaking in a way that may make someone feel hurt ,angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian , gay ,bisexual , transgender.
- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment/Trolling:** Repeatedly sending malicious messages to someone online.
- **Sexualised online bullying:** a form of sexual harassment
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Sexting

Sexting can be defined as images or videos generated:

· by children under the age of 18, or
· of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. At Unique Academy, we will apply a consistent approach when dealing with a sexting incident to help protect the child. The range of contributory factors in each case will also need to be considered in order to determine an appropriate and proportionate response.

Reasons For Bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The Effects Of Bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:
- Withdrawal and isolation
- School phobia
- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch

- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

Actions Not Considered To Be Bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other kids play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Age Appropriate Concepts And Strategies To Reduce Bullying

Unique Academy has adopted a range of age appropriate concepts and strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- A consistent promotion of the school's code of conduct which requires all pupils to respect others
- Reinforcing the clear message that bullying has no place at Unique Academy
- Consulting with the school council on appropriate action
- taking part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- the celebration of all pupil's backgrounds and cultures through assemblies
- During assemblies and Halaqah learning sessions discuss and explore bullying issues with the children
- Raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email and the internet)
- Ensuring that staff and support staff report any rude or offensive emails, websites, documents etc to the Headteacher
- Have effective recording systems
- Working with multi-agency teams including police and children's services as appropriate
- Contacting the parents of both the child being bullied and the bully

Procedures for Tackling Bullying

The following steps must be taken when dealing with incidents of bullying:
1. A clear account of the incident must be recorded in writing either by the victim and/ or the member of staff recording the victim's verbal statement using the incident form in *Appendix B*
2. The staff member will investigate the incident by interviewing all concerned
3. The staff member must then inform the Headteacher immediately (Anti Bullying and Child Protection Officer) and present the completed incident form.
4. Parents/Guardians will be informed of the incident by the member of staff (unless doing so would put a child at further risk of harm)
5. A range of sanctions will be used as appropriate and in consultation with the SLT. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities and in the event of persistent bullying, exclusion in line with our Behaviour Policy. Where appropriate the Headteacher may also inform the police

In particularly serious cases, the Headteacher and Trustees will examine the evidence and if this demonstrates that a wide range of strategies have been tried and failed to affect a positive change in the bullying behaviour exclusion may be the final outcome.

Procedures for Tackling Cyber Bullying

The following steps must be taken when dealing with incidents of cyberbullying:
● Listen to the child and inform them not to retaliate online or reply to any bullying messages
● Inform the children about how they can take steps to prevent online bullying from happening again, for example by changing their contact details, blocking contacts or leaving a chat room
● Ask the child if they have shared the bullying content with anyone else (if so, who).
● Complete the Incident form in *Appendix B*, verbally inform and present the completed form to the Headteacher
● Parents/Guardians will be informed of the incident by the member of staff and involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
● All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
● Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference
● Use specific local authority and organisations or resources for help with particular problems and provide effective staff training.

If bullying content has been circulated online, staff must take action by:

● advising Parents/Guardians to contact the person responsible or the host of the website/social networking page, to remove the content
● contacting the NSPCC helpline on: 0808 800 5000 for advice about what to do.

If the content is illegal, contact the police who can give advice and guidance.

Procedures for Tackling Sexting

The following steps must be taken when dealing with incidents of sexting:

Step 1: Disclosure by the child

Sexting disclosures should follow the school's normal safeguarding practices and the school's online safety policies and practices also.

Step 2: Searching devices – what are the rules:

Never:
· Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
· Print out any material for evidence
· Move any material from one storage device to another

Always:
· Inform the school's Designated Safeguarding Lead
· Record the incident
· Act in accordance with school Safeguarding Policy and procedures
· Inform relevant colleagues/senior management team about the alleged incident before searching a device

Step 3: What to do and not do with the image

If the image has been shared across a personal mobile device:
Always:
· Confiscate and secure the device(s)

Never:
· View the image unless there is a clear reason to do so (see above)
· Send, share, copy or save the image anywhere
· Allow children to do any of the above

If the image has been shared across a school network, a website or a social network:
Always:
· Block the network to all users and isolate the image
Never:
· Send, share, copy or save the image
· Move the material from one place to another
· View the image outside of the protocols in the school's Safeguarding Policy and procedures.

Step 4: Dealing with the incident
· The DSL should record the incident using the school's Welfare incident/ Concerns Form.

Step 5: Deciding on a response
Always:
· Act in accordance with the school's Safeguarding and Child Protection Policy
· Store the device securely
· Contact the local safeguarding children's board
· Carry out an Early Help Assessment in relation to the child
· Contact the police (if appropriate)
· Put the necessary safeguards in place for the child, e.g. they may need counselling support, immediate protection and parents must also be informed.
· Inform parents and/or carers about the incident and how it is being managed. Depending on the nature of the incident and the response, we may also consider contacting the local police or referring the incident to CEOP. www.ceop.police.uk.

Intervention

Initially a restorative approach will be used to resolve conflict and repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation. They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

At Unique Academy, we will support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include:

● a quiet word from a teacher that knows the pupil well to identify the impact
● asking the SLT to provide assistance
● providing formal counselling
● engaging with parents
● referring to local authority children's services when appropriate
● completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

We will also provide appropriate support for the perpetrator of the bullying to deter them from such behaviours in the future.

The Role of Pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

The Role Of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken, they should contact the headteacher. If they remain dissatisfied, they should follow

the complaints procedure. Parents and guardians have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home-school agreement.

Bullying In The Workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the Trustees, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the Trustees who will also take formal action where necessary.

Monitoring, Evaluation And Review

- Trustees and Headteacher will review this policy annually and assess its implementation and effectiveness.
- A record of all bullying incidents will be kept both centrally and on students' files
- The numbers of bullying incidents will be reported to Trustees annually or provided to them at any time on request
- Bullying data will be analysed to reflect and re-design further strategies to improve procedures

Useful Websites

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk
Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
PSHE Association: www.pshe-association.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
Victim Support: www.victimsupport.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk

Cyberbullying
Childnet International: www.childnet.com
Digizen: www.digizen.org
Internet Watch Foundation: www.iwf.org.uk
Think U Know: www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
UKN Council for Child Internet Safety (UKCCIS):
www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis

Gender identity
Metro Charity: www.metrocentreonline.org
Stonewall: www.stonewall.org.uk
Stonewall: www.stonewall.org.uk

Race, religion and nationality
Anne Frank Trust: www.annefrank.org.uk
Kick it Out: www.kickitout.org
Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org
Tell Mama: www.tellmamauk.org
Educate against Hate: www.educateagainsthate.com
Show Racism the Red Card: www.srtrc.org/educational

Sexual harassment and sexual bullying
Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk

A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-AcademysGuide.pdf
Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance: advice for academy staff and professionals about developing effective anti bullying practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/allabout-bullying/sexualand-gender-related
Preventing and Tackling Bully (July, 2017):
www.gov.uk/government/publications/preventing-and-tackling-bullying

Signed by

H. Mbombo   **Headteacher**   **Date: 01.01.2025**

Signs of Bullying

Verbal abuse:
- name-calling
- saying nasty things to or about a child or their family.

Physical abuse:
- hitting a child
- pushing a child
- physical assault.

Emotional abuse:
- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:
- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Peer on Peer abuse:
- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- relationship abuse

Bullying can also be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Signs and indicators

Indicators that a child could be experiencing bullying include:
- being reluctant to go to school
- being distressed or anxious
- losing confidence and becoming withdrawn
- having problems eating and/or sleeping
- having unexplained injuries
- changes in appearance
- changes in performance and/or behaviour at school.

Adults may notice that a child isn't spending time with their usual group of friends, has become isolated or that other children's behaviour towards a child has changed.

Responding

When responding to incidents or allegations of bullying it's important for staff and volunteers to:
- listen to all the children involved to establish what has happened
- record details of the incident and any actions you've taken using the schools Incident form
- inform the Child Protection and Anti bullying Lead and present your completed incident form
- inform parents and guardians (unless doing so would put a child at further risk of harm)
- provide support to the child/children being bullied, children who witnessed the bullying and the child/children who has been accused of bullying
- The SLT will consider appropriate sanctions for children that have carried out bullying
- continue to monitor the situation even if the situation has been resolved.

Reporting

Contact the police if you think that the child is in immediate danger.

If the child is at serious risk of harm, but they are not in immediate danger, share your concerns with Unique Academy's **Child Protection Lead: Hawwa Mbombo (Headteacher)** or

- **Contact the NSPCC Helpline** on: 0808 800 5000 or email them at: help@nspcc.org.uk
- **Contact Hounslow Child Protection Team on:** 020 8583 6600 option 2 or email

childrensocialcare@hounslow.gov.uk Out of hours: After 5pm weekdays or weekends. Telephone 020 8583 2222 and ask to speak to the duty social worker.

Bullying Incident Form

Date:	Time:

Location:

Name of victim(s):	Name of pupil(s) bullying:

Name(s) of witness(es):

Type of bullying:

Verbal		Physical		Ostracising		Cyber	

Details of the incident

Actions Taken

Parents to be contacted:	Date: Time:

Person making contact:	

Incident Recorded by:

Signature:

Bullying Incident Follow Up

Record of support given to bullying victim

Date:		Time:	
Conducted by:		**Role:**	

People present:

According to the pupil, the situation is (Tick):

Better		**Worse**		**No difference**	

Record of discussion with the pupil:

Next steps:

Monitoring and Evaluation Dates:			
Written by:			
Signature:			

Bullying Incident Follow Up

Record of support given to bullying perpetrator

Date:		Time:	
Conducted by:		Role:	
People present:			

According to the pupil, the situation is (Tick):					
Better		**Worse**		**No difference**	

Record of discussion with the perpetrator:

Next steps:

Monitoring and Evaluation Dates:			
Written by:			
Signature:			

Evaluation

To evaluate all bullying concerns/records termly to detect any patterns.

Term	Year group	Summary of Bullying concerns/records	Action taken
First Term			
Second Term			
Third Term			

What You Can Do If You Feel You Are Being Bullied

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell you.

- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers:

- Speak to staff members in school - at Unique Academy we have a parent concern form for parents or carers worried about issues.

- Arrange an appointment with a staff member at our school office number 02080045481 (Option 4).

- National Bullying Helpline on 0845 225 5787 or www.nationalbullyinghelpine.co.uk

PLEASE DON'T SUFFER IN SILENCE: THERE IS ALWAYS SOMEONE TO TALK TO

Bullying Log

No.	Date	Perpetrator Name	Victim Name	Nature of bullying (i.e. discriminatory, prejudice, racist, sexist, disability, use of derogatory language)	Action Taken	Follow up monitoring outcome