



Three Towers

An Alternative Provision Academy

Expanding Horizons

Anti-Bullying Policy

Adopted: June 2020

Review: as required by statutory guidance

1. Definition

'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.' (Ofsted)

Bullying is a deliberate act which causes emotional or physical harm to an individual or group by another more powerful individual or group which results in the victim feeling unsafe. Bullying causes pain and distress which can lower self-esteem.

Bullying is:

- deliberately hurtful behaviour
- repeated often over a period of time
- difficult for those being bullied to defend against

It can be:

- Emotional/psychological – excluding, tormenting, threatening, intimidating;
- Physical – punching, tripping, kicking – violence of any kind;
- Verbal – name calling, spreading rumours;
- Cyber – all areas of internet/email/misuse including info on chat rooms and sites. Mobile phone misuse, e.g. offensive text messages;
- Racist/Ethnic – racial remarks or taunts, inappropriate use of language, e.g. use of the word 'pikey'. Reference to religion, e.g. Islamophobia;
- Sexual/Sexist – unwanted physical contact, sexually abusive comments;
- Homophobic – because of, or focusing on, sexuality, inappropriate use of language, e.g. the word 'gay';
- Prejudice-driven incidents which may include reference to disability, age, gender, nature of special educational need, appearance, health etc.

But children and young people have described bullying as:

- Being called names or teased;
- Being punched, pushed, or threatened;
- Being forced to do things;
- Getting abusive or threatening text messages or emails;
- Having rumours spread about them;
- Being ignored or left out;
- Being a target because of their religion, gender, sexuality, disability, appearance, ethnicity or race.

2. Rationale

In a large organisation like Three Towers (TTAPA) the way in which each person, whether a learner, member of staff, volunteer or visitor conducts themselves in and around the site is important for the well-being of everyone connected with the school. Preventing and responding to all forms of bullying is clearly a critical part of meeting

our wider responsibility to promote well-being and demonstrate fundamental British values including tolerance and acceptance.

Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated. We are a “telling” school – bullying is too important not to report. It is a basic entitlement for our learners that they receive their education free from humiliation, oppression and abuse.

At TTAPA we expect everyone to contribute to the provision of a safe, caring, supportive and protective environment in which everyone can work and learn in an atmosphere free from intimidation. By creating a learning climate based on being respectful and safe, it is our intention to create and sustain an ethos which minimises and controls bullying by taking effective action when dealing with incidents and ultimately to prevent bullying by creating conditions in which bullying is less likely to occur.

There are a number of very important reasons for challenging bullying behaviour.

- The safety and happiness of learners: When learners are bullied their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem.
- Educational attainment and achievement: The unhappiness of bullied learners is likely to affect their concentration and learning: progress will be checked. Some children will avoid bullying by not coming to school; opportunities for social interaction and involvement in extra-curricular activities will suffer.
- Providing a model for helpful behaviour: If learners observe bullying behaviour apparently going on unchallenged, other learners may learn that bullying is a quick and effective way of getting what they want. Those learners who are being bullied may interpret the school’s inaction as condoning unacceptable behaviour. Also, bullies need to be disciplined and counselled before they take their anti-social tendencies out of school.
- Confirming our reputation as an effective caring school: No school can claim with absolute confidence that ‘there is no bullying here’. The real issue is that the school needs to demonstrate, through policy and practice that it responds quickly and effectively to bullying.

3. Aims

- To provide an environment in which to learn, where each member of the school community is valued, and where learners are able to develop self-respect and self-control;

- To engender respect for and tolerance of others – regardless of differences of race, gender, culture or religion;
- To help learners acquire attitudes and skills (such as inter-personal and conflict resolution) relevant to their adult life;
- To encourage and exercise moral values in dealing with others;
- To reduce or prevent incidents of bullying;
- To provide a clearly defined framework for dealing with the victims and the perpetrators of incidents of bullying;
- To ensure that this framework is understood and trusted by learners, parents and staff (anti-bullying awareness);
- To counter the ‘myths’ about bullying.

4. Raising Awareness

4.1 For learners, awareness is raised through the taught curriculum, particularly through Personal Development (PD) / Emotional Literacy (EL), as well as through assemblies, posters, leaflets and personalised interventions. We cover the following aspects of bullying:

- different forms of bullying (physical, emotional, virtual etc.);
- various scenarios and ideas for how to avoid/cope with them;
- e-safety;
- recognising and building resilience;
- promoting self-esteem;
- body image issues;
- developing emotional literacy;
- developing positive relationships;
- supporting and fundraising for ChildLine.

Teaching sessions include discussions, games, films, creative work and quizzes. Learners are encouraged to recognise bullying in all its forms, reflect on this and put forward suggestions for coping with bullying that are appropriate and in line with the Three Towers ethos.

At school, we also model respect and tolerance at all times and deal with any incidents of bullying in a timely and positive way

4.2 Parental Awareness

It is important that parents are also informed about our stance on bullying and supported by the school. Parents and carers who are concerned that their child might be bullied or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

Parents and Carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Further information can be obtained from www.dcsf.gov.uk/bullying

4.3 Common Indicators of Bullying

All staff should be aware of the many signs which may indicate that a learner is being bullied including:

- Items of clothing, personal property and/or school work that are damaged or lost more often than considered normal;
- Frequent injuries (e.g. cuts and bruises);
- Becoming withdrawn and a reluctance to explain why;
- Appear continually tired (perhaps due to lack of sleep induced by worry);
- Slowing in or sudden deterioration of educational attainment;
- Deterioration in attendance/truancy/school refusal;
- Frequent complaints of illness;
- Changing routes to and from school;
- Complaints of hunger (possibly indicating that dinner money is being taken);
- Money/possessions going missing;
- Depression – reluctant to socialise;
- Moodiness and irritability;
- Threats of or actual self-harm.

5. Prevention

It is vital that staff strive to create a climate of trust, inclusion and acceptance within their classrooms. It is also critically important for staff to model inclusive behaviour in their relationships both with other adults and children and young people. Of course, for the vast majority of staff this is already part of their established practice.

Staff can do much to prevent the emergence of bullying.

- Using time in lessons to help uphold the positive ethos of the school – staff are there to help young people make better sense of the world around them;
- Staff having a presence in and around the building making sure that there are no areas left unsupervised;
- Letting learners know that you will not tolerate bullying;
- Intervening to prevent nudging, play fighting and other such physical expressions;
- Putting a stop to obvious teasing, name-calling and other verbal banter that so easily causes annoyance and offence;
- Reading and acting upon information provided;
- Being aware of the group dynamics – watching how learners interact;
- Acting professionally by modelling the positive behaviours desired in our young people – allowing them to see you practice what you preach;

- Using praise, merits and other rewards to promote positive behaviours and attitudes, 'catch them doing something good'.

6. Types of Bullying

6.1 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.

Seven categories of cyber-bullying have been identified:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort;
- 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;
- 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;
- 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;
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room;
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
- 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.

While other forms of bullying remain prevalent, cyber-bullying is already a significant issue for many young people. Three Towers recognises that staff, parents and young people need to work together to prevent this and to tackle it whenever it occurs.

We will ensure that:

- The curriculum teaches learners about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights;
- All e-communications used on the school site or as part of school activities off-site are monitored;

- Clear policies are set about the use of mobile phones at school and at other times when young people are under the school's authority;
- Internet blocking technologies are continually updated and harmful sites blocked;
- We will work with learners and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice;
- Security systems are in place to prevent images and information about learners and staff being accessed improperly from outside school;
- We will work with Police and other partners on managing cyber-bullying.

ICT and Mobile Phones:

If a cyber-bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, we will take the following steps:

- Advise the child not to respond to the message;
- Refer to relevant policies, e.g., e-safety/acceptable use, anti-bullying and apply appropriate sanctions;
- Secure and preserve any evidence;
- Inform the sender's e-mail service provider;
- Notify parents of the children involved;
- Consider delivering a parent workshop for the school community;
- Consider informing the Police depending on the severity or repetitious nature of the offence. The school recognises that some cyber-bullying activities could be a criminal offence under a range of laws.

If malicious or threatening comments are posted on an Internet site or social networking site about a learner or member of staff, we will also:

- Inform and request that the comments be removed if the site is administered externally;
- Secure and preserve any evidence;
- Send all the evidence to www.ceop.gov.uk/contactus.html if of a sexual nature;
- Endeavour to trace the origin and inform the Police as appropriate;
- Instigate the vexatious complaints policy.

6.2 Racist Bullying

In the 1999 MacPherson Report, racist bullying was defined as "any incident which is perceived to be racist by the victim or any other person". Incidents can include:

- verbal abuse by name calling and offensive mimicry;
- racist jokes;
- wearing of offensive badges, insignia or clothing;
- bringing racist leaflets, comics or magazines to school;
- racist graffiti;

Staff need to be especially aware of any such behaviour. Perpetrators of perceived racist bullying should be referred to the CLT.

6.3 Sexual bullying

Sexual bullying affects both boys and girls. Boys are also victims – of girls and other boys. In general, sexual bullying is characterised by:

- abusive name calling;
- looks and comments about appearance, attractiveness and emerging puberty;
- inappropriate and uninvited touching;
- sexual innuendo and propositions;
- pornographic material;
- graffiti with sexual content;
- sexual assault.

Sexual bullying can sometimes be the result of immaturity, especially amongst boys. The whole area of puberty, gender relations and emerging sexual attraction is something to be explored through the school's PD programme of study.

Sexual bullying can also be related to sexual orientation. Staff must:

- challenge sexual and homophobic language;
- explore issues of diversity and difference through the formal curriculum;
- guarantee confidentiality unless doing so will compromise safeguarding.

6.4 Persistent Bullying

Where learners do not respond to preventative strategies to combat bullying, the CLT will take tougher action to deal with persistent and violent bullying. Sanctions might include:

- detentions;
- anti-bullying contracts;
- withdrawal of break and lunchtime privileges;
- removal from the group;
- withholding participation in any school trips or sports events that are not an essential part of the curriculum;
- after school timetable;
- fixed term exclusion;
- permanent exclusion – where serious violence and/or persistent serious bullying is involved.

Permanent exclusion for serious and persistent bullying will be an exceptional event.

6.5 Bullying Outside School

This policy covers learners on all school activities including vocational placements; whilst travelling to and from school; on curriculum activities including residential trips

and off-site visits. It also includes behaviour between learners outside of school that may impact on the orderly and effective daily workings of Three Towers.

6.6 Bullying of a member of staff

If a member of staff feels they have been bullied, they should speak to the Headteacher or CEO of the Rowan Learning Trust.

7. Responding to Incidents of Bullying

7.1 Reporting

We are a 'telling' school. Learners must be encouraged by staff to:

- Tell somebody in school so that the matter can be dealt with. Don't suffer in silence;
- Talk to parents/carers at home;

Learners can tell:

- Friends/peers;
- Older learners;
- Staff/trusted adult;
- Parents/carers - It is important that parents are informed

All learners should be encouraged to report bullying to any trusted adult or to a peer / friend who will then alert staff.

Learners must be listened to and reports of bullying taken seriously and ACTED UPON AT ALL TIMES BY ALL STAFF.

Incidents of bullying must be **dealt with promptly by the member of staff to whom it has been reported** and information regarding the incident should be noted on Class charts for both the target and perpetrator(s) and communicated in the following way:

Trusted adult
Form tutor/Keyworker
Pastoral Manager
CLT

7.2 Action

Prompt investigation of indicators or allegations of bullying must occur.

7.2.1 Investigation should include the following practical steps:

- Encourage the target to co-operate fully in identifying the bullies as the best way of securing the target's safety and that of others in the future;

- Establish with the target, as precisely as possible, what led to the incident and, where appropriate, what steps can reasonably be taken to avoid similar situations in the future;
- Interview learners individually where allegations of bullying are made about a group;
- Ask individuals to make a written record of the incident, signing and dating it.;
- Parents of the bully and the target should be informed;
- Bullies and targets may be counselled together if appropriate and both parties and their parents agree;
- The outcomes of any investigation must be communicated to those involved;
- Sanctions may be used ranging from a reprimand to fixed term or supported transfer (permanent exclusion). The police may investigate any criminal aspect of incidents deemed serious;
- Bullies should not be bullied;
- Everybody involved must see action being taken;
- Staff must endeavour to model non– bullying behaviour.

7.3 Recording Incidents

Incidents of bullying should be recorded by individual staff using the school referral system and copies forwarded according to school procedure. Keyworkers must enter the record onto individual learner profile.

Racist incidents must be recorded and reported separately to the Core Leadership Team.

7.4 Supporting Learners involved in Bullying

Any whole school strategy to deal with the problem of bullying must move on from simply disciplining learners who bully so whenever possible we deal with incidents using a 'Restorative Justice' approach. Staff dealing with bullying incidents need to consider how to make the learners who bully change their behaviour, how to help the victims of bullying to cope better next time or to avoid being bullied altogether and how to support victims of bullying.

8. Responsibilities

All members of the TTAPA community are equally responsible for the implementation of the policy and for taking action on bullying.

- All staff are crucial in establishing positive relationships within their groups and encouraging them to regard bullying as unacceptable;
- To reduce the opportunities for bullying all staff must be vigilant in their supervisory duties and must visit places where bullying is most likely to occur on a regular basis;
- All learners must report incidents of bullying and need to see this as responsible behaviour rather than telling tales;

- Learners should regularly discuss anti-bullying strategies in personal development sessions and/or interventions;
- Anti-bullying must be addressed through the personal development and emotional literacy curriculum as well as through subject lessons and assemblies when appropriate opportunities arise.

8.1 Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They log incidents that happen in their class and that they are aware of in the school on ClassCharts. If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher or member of the CLT, the member of staff informs the child's Parents and Carers.

Staff actively support anti-bullying strategies by teaching children directly about safeguarding issues and cyber-bullying. Information for parents and carers is available on our website. Staff access regular training (e.g. Team Teach training), which enables them to become equipped to deal with incidents of bullying and behaviour management. Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

8.2 The Headteacher is responsible for implementing our anti-bullying strategy and ensuring that all staff are aware of the policy and know how to deal with incidents of bullying. They set the academy climate of mutual support and praise for success, so 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 Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

8.3 The Governing Body supports the Headteacher in all attempts to eliminate bullying from TTAPA. This policy makes it very clear that the governing body does not tolerate bullying taking place and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur. The governors require the Headteacher to keep accurate records of all incidents of bullying. The governing body responds within 15 school days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks them to investigate the case and to report back to a representative of the governing body.

9. Monitoring & Evaluation

The effectiveness of the Anti-Bullying Policy is monitored through:

- Local Governing Body meetings;
- Staff meetings;
- Analysis of learner behaviour logs;
- Learner & stakeholder questionnaires.

This policy should be read in conjunction with the following policies:

Safeguarding

Prevent Strategy

Equality Scheme

Behaviour Policy

Appendix 1: Advice to Learners

Bullying IS

- deliberately hurtful behaviour;
- repeated over a period of time;
- difficult for those being bullied to defend against.

Bullying is NOT:

- Being friendly one day and squabbling the next;
- When two learners of equal power and strength have a quarrel or one-off fight.

If you are ever being bullied:

- Don't suffer in silence;
- Be firm and clear – look them in the eye and tell them to stop ('broken record' technique);
- Get away from the situation as quickly as possible;
- Tell an adult what has happened straight away;
- Try to ensure that you are always with a friend.

After you have been bullied:

- Tell a member of staff immediately;
- Tell your family;
- If you are scared to tell a member of staff or an adult on your own, ask a friend to go with you;
- Keep on speaking up until someone listens and does something to stop the bullying;
- Don't blame yourself for what has happened.

When you are talking about bullying with an adult, be clear about:

- What has happened to you;
- How often it has happened;
- Who was involved;
- Who saw what was happening;
- Where it happened;
- What you have done about it already.

If you find it hard to talk to anyone at school or home, ring:

ChildLine - 0800 1111 (Freephone)

NSPCC – 0808 800 5000

Samaritans – 116 123 (Freephone)

Or, go online:

Bullying UK – www.bullying.co.uk

Kidscape - www.kidscape.org.uk

Anti-bullying Alliance - www.anti-bullyingalliance.org.uk

National Bullying Helpline - www.nationalbullyinghelpline.co.uk

If you witness bullying:

- Do not ignore what happens;
- Let the person who is being bullied know that you have witnessed what is going on and that you are concerned;
- Encourage them to tell someone;
- If it is in school and you are worried about it, REPORT it. If you are worried about putting yourself at risk ask to speak to someone in confidence or write them a note about what happened;
- Adults are often the last to know that bullying is going on. If they are going to do something about it they need to know what is happening.

If you are bullying someone:

- You have a choice – just because you have bullied others in the past does not mean that you have to keep doing it;
- People who are bullied can feel scared and upset. You can put a stop to that by changing your behaviour;
- You can get into trouble if you keep bullying others – you might be excluded from school and in some cases the police may be involved;
- Sometimes things happen to you to make you more likely to bully others – e.g. being bullied yourself or trouble at home. It is important to get help for yourself rather than taking your frustrations out on others.

Appendix 2: Advice to Parents/Carers

What is Bullying?

'Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.' (Ofsted)

Bullying IS

- deliberately hurtful behaviour;
- repeated over a period of time;
- difficult for those being bullied to defend against.

Bullying is NOT:

- Being friendly one day and squabbling the next;
- When two learners of equal power and strength have a quarrel or one-off fight

What are the common symptoms I should look for?

If your child is:

- frightened walking to and from school;
- doesn't want to travel on the school bus;
- changes their usual routine;
- becomes unwilling to go to school – school phobic;
- becomes withdrawn, anxious or lacking in confidence;
- attempts, threatens, talks about suicide, or runs away;
- feels ill in the mornings: headaches, stomach aches;
- comes home with torn clothing;
- possessions missing or damaged;
- asks for or steals money;
- has unexplained bruises or cuts;
- becomes unusually aggressive or disruptive;
- stops eating;
- bullies other children or siblings;
- won't say what is wrong;
- afraid to use internet or mobile phone;
- nervous and jumpy if a cyber message is received;
- becomes clingy;
- disturbed sleep.

It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent/ and whether your child is facing problems or difficulties at school. Don't dismiss negative signs

What should I do if I suspect my child is being bullied?

- calmly talk with your child about his/her experience;

- make a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened;
- reassure your child that he/she has done the right thing to tell you about the bullying;
- explain to your child that should any further incidents occur he/she should report them to a member of staff immediately;
- Inform school immediately (even if you are unsure). Ask to talk to your child's keyworker or Pastoral Manager.
 - ✚ try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident;
 - ✚ be as specific as possible about what your child says has happened – give dates, places and names of other children involved;
 - ✚ make a note of what action the school intends to take;
 - ✚ ask if there is anything you can do to help your child or the school;
 - ✚ stay in touch with the school; let the school know if things improve as well as if problems continue.
- Follow the advice for learner support (see appendix 1);
- Keep any text messages your child receives, as “cyber” bullying is as hurtful as other forms. Also take screen shots of online bullying;
- Talk to the school about strategies that will help your child and provide him/her with support both inside and outside school;
- If the problems persist outside school, please note that we have no jurisdiction to deal with these situations and the police should be involved.

How do I support my child if they are the target of bullying?

- Once you are sure that bullying is happening reassure your child that they are not to blame – it is not their fault;
- Encourage your child to talk to someone, preferably an adult, in school that they trust/like;
- Talk about where it happens and work out simple ways to avoid those locations / situations. This is not always possible so advise your child to make sure there are other people around who they trust e.g. friends, peers, adults.
- Advise him/her not to “buy off” the bully in any way;
- Work out a plan of action with your child and a member of staff. Make sure that this is always followed;
- Take an interest in your child's social life. Encourage friendships, discuss their day including what they did at break or lunchtime and remember their journey to and from school;
- Do not encourage or advise your child to retaliate or hit back – this may be out of their nature anyway and usually escalates an already emotionally challenging situation.

What to do if you think your concerns are not being addressed.

- ask for a copy of the school's anti-bullying policy and check to see if agreed procedures are being followed;
- then contact the school and ask for an appointment to discuss matters with your child's keyworker/form tutor, Pastoral Manager or if that does not resolve the issues, a member of the core leadership team;
- Additional advice and support:
 - ✚ ChildLine - 0800 1111 (Freephone)
 - ✚ NSPCC – 0808 800 5000
 - ✚ Samaritans – 116 123 (Freephone)
 - ✚ Bullying UK – www.bullying.co.uk
 - ✚ Kidscape - www.kidscape.org.uk
 - ✚ Anti-bullying Alliance - www.anti-bullyingalliance.org.uk
 - ✚ National Bullying Helpline - www.nationalbullyinghelpline.co.uk

Finally – you have not failed as a parent if your child becomes the target of bullying. What is important is your, and our, response to the situation. Together we can deal with it successfully. Remember- the target is in need of support – so too is the bully.

Appendix 3: Guidance for Staff

In dealing with learners who have allegedly been bullying, there are three positive aims:

- to stop the bullying behaviour, immediately;
- to re-educate the learners' attitudes and behaviour for the future;
- to reconcile the learners involved, if possible.

Guidance when talking with Parents

(a) Parents of any children involved, in any role, in bullying:

The aim should be to foster and maintain a good relationship in both the short term and long term. Points for consideration:

- Who should talk with the parent(s)/carer(s)? Normally this is the member of staff dealing with those involved;
- Where to talk? Choose an office where the discussion can take place uninterrupted;
- What attitude/approach should be taken? Staff must remain objective; avoid anecdotal 'evidence'. Staff are de facto in loco parentis for all those involved;
- Choice of language taking care not to label the child;
- Do not make it personal - condemn the behaviour not the child;
- How to explain the school's position? What to do in case of a threat of violence? The school will not tolerate bullying. Violence is a serious breach of conduct and will be punished accordingly.

(b) Parents of a child who is, allegedly, being bullied?

- Allow the parent(s)/carer(s) to express their feelings, uninterrupted;
- Accept those feelings (they are real for that parent, even if they might seem excessive to you). Useful phrases include: "I realise you're upset"; "I'll try to help"; "This must be difficult for you". Avoid: "I know how you feel";
- Assure the parent(s)/carer(s) that you are pleased they have taken the time to see you;
- Express the view that bullying is unacceptable, and that you intend to act positively. Ask them to keep in touch with you;

(c) Talking with parent(s)/carer(s) of a child who has, allegedly, been bullying

- Avoid labelling their child 'a bully'. Begin by offering some positive view/aspect of their child, which you appreciate and value;
- Show a shared concern for their child's problem (antisocial bullying behaviour) and a concern to help that child fulfil his/her best potential. Useful phrases include: "I'm sure we both share a concern for ...'s future". "We need to help him/her to show his/her best side/develop his/her potential and talents, avoid spoiling him/herself with this sort of behaviour";
- Ask if anything could be upsetting/stressing the child, now or recently, to trigger the bullying behaviour;

- Get the parent(s)/carer(s) to agree, if possible, that bullying the child who bullies will not be a positive approach to take;
- Explain what you intend to do next; get their agreement, if possible. Promise to (and do) keep in touch with them.

NB: It is always best if all parents/carers are made aware of the school's approach to bullying (both in writing and at meetings, formally and informally) and are encouraged to share the school's positive approach, i.e. aiming to stop the bullying behaviour.

At TTAPA it is our policy to inform and involve parents in all incidents of bullying.