

JOHN WILKINSON SCHOOL AND NURSERY



ANTI BULLYING POLICY 2021

Last reviewed: July 2021

John Wilkinson School and Nursery Anti-Bullying Policy

School's Values and Vision

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's anti-bullying policy is directly aligned with the school's behaviour policy; both of which are designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Good behaviour and discipline are essential in achieving these aims and ensuring well-being.

Context

Bullying takes place in schools as it does in other work places. The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at this school.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection and safeguarding policy
- Confidentiality policy
- Online safety and Acceptable use policies
- Curriculum policies, such as: PSHE, citizenship and computing

Aims of this Policy

The aims of the school's anti-bullying strategies and intervention systems are to:

- **prevent**, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- **react** to bullying incidents in a reasonable, proportionate and consistent way
- **safeguard** those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Roles and responsibilities

It is the responsibility of the Headteacher:

- to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- to tackle bullying outside school eg on journeys to and from school. The Education and Inspections Act 2006 gives Head teachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)"

It is the responsibility of the School Governors:

- to take a lead role in monitoring and reviewing this policy regularly, as well as the numbers of incidents and steps the headteacher and staff have taken to deal with these

- to agree and follow the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school
- to ensure the Senior Leaders, Teaching and Non-Teaching staff are aware of this policy and implement it accordingly.

It is the responsibility of the staff:

- to support and uphold the policy.

It is the responsibility of the parents and carers:

- to support their children and work in partnership with the school.

It is the responsibility of the pupils:

- to abide by the policy.

Safeguarding children

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education and in the school's Safeguarding Policy.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Definition of bullying

Bullying is

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014)

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

Bullying related to race, religion or culture.
Bullying related to SEND (Special Educational Needs or Disability).
Bullying related to appearance or physical/mental and emotional health conditions.
Bullying related to sexual orientation (homophobic/transphobic bullying).
Bullying of young carers, children in care or otherwise related to home circumstances.
Sexist, sexual and transphobic bullying.
Bullying via technology, known as online or cyberbullying.
Radicalisation and extremism

Discriminatory language associated to any of these groups will not be tolerated and will be challenged by all staff.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Preventing, identifying and responding to bullying

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behaviour take place outside school premises and when the pupils are beyond the lawful control of school staff*).

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, using the PSHE curriculum and our behaviour for learning approaches
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) to identify all forms of bullying, and to follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects pupils even when they are not on school premises, for example when using school transport or online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

Involvement of pupils

We will:

1. Regularly discuss children's views on the extent and nature of bullying.
2. Ensure that all pupils know how to express worries and anxieties about bullying.
3. Ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in bullying.
4. Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
5. Publicise the details of helplines and websites.
6. Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Use of language

- We will ensure that our staff use alternative words to "bully" and "victim" as labelling children as either bullies or victims can imply a fixed role rather than a current behaviour. We will actively seek to label the behaviour, not the child.
- We will teach children to be able to clearly identify levels of behaviour that they experience or witness in others' behaviours, and use the correct language to describe these as follows:

RUDE behaviour is defined in our school as someone who says or does something that is **unintentionally** hurtful, and they only do it **once**.

MEAN behaviour is defined as someone who says or does something that is **intentionally** hurtful, and they only do it **once**.

BULLYING behaviour is defined as someone who says or does something that is **intentionally** hurtful, and they **keep on doing it**, even if you ask them to stop.

Posters detailing these three levels of misbehaviour are displayed in all classrooms.

Liaison with parents and carers

We will:

- Make sure that key information about bullying is available to parents/carers on the school website and in the school office, and through other school documentation for parents such as the school prospectus.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Ensure all parents/carers know they can access our complaints procedure on our school website, and know how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Adopt and display the Anti-Bullying Charter and other promotional material from the Anti-Bullying Alliance and promote these to parents.

Parent Forum representatives shared their views on the anti-bullying policy and its alignment with the behaviour and discipline policy. Here is a summary of their findings:

- Both policies took the feelings of both the perpetrator and the victim into account
- There was a good connectivity between the use of the Behaviour For Learning superpowers in the classroom and the playground, particularly resilience
- The language used in school was clear, consistently reinforced and easy to understand
- All staff working in school and nursery across the school day need to be clear on the policy and practice
- Bullying incidents dealt with by a member of staff other than the Headteacher should always be reported to the Headteacher for recording purposes, and to ensure records are clear, transparent and consistent
- One of the parents offered to create an anti-bullying leaflet which summarised the policy and practice in an easy-to-read handout, for publication on the website too. This will be included in the policy once finalised.

School staff will:

- Discuss, monitor and review our anti-bullying policy and practice on a regular basis.
- Support each other to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Uphold the anti-bullying policy.
- Report back to parents/carers regarding concerns on bullying and deal promptly with complaints.
- Seek to learn from good anti-bullying practice elsewhere
- Utilise support from the Local Authority and other relevant organisations when appropriate.

Preventative strategies

- High levels of Supervision i.e.
 - Playground - two adults on the playground
 - Full complement of Teaching Assistants across school plus extra support where necessary
 - Adequate adult/child ratio when going on school trips

- Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground.
- Reinforce caring for each other through Bible/related stories in Collective Worship/OTBT assemblies, the school's values system and Trust and other appropriate curriculum areas.
- Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like in the classroom/playground/toilet. If they persist tell Midday Supervisor/Classroom Assistant/Teacher straight away.
- Responsive Lesson Framework - when an incident is brought to the teacher's attention e.g. pushing/fighting, a responsive lesson will be planned to tackle the issue and help children to a resolution (See Appendix 4)
- Keep record of incidents and report to the Headteacher. If a pattern of behaviour is emerging or serious incident occurs contact parents to discuss ways of resolving the situation.
- Playground Equipment and adult support - markings/games on the playground, open sided garden house, picnic tables and lunchtime equipment (playground store-room) all help to keep children positively focused on desired behaviour as well as adult support for play.
- Teach children how to recognise when others do not like what is happening to them eg sad face, crying.
- Encourage children to use the playground buddies if they need a friend on the playground

Dealing with incidents

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps will be taken
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative (see Appendix 1)

Pupil support

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up

Curriculum approaches

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others' attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and other school activities.

- Anti Bullying resources regularly used in PSHE, and responsive lessons are planned by staff to deal with misbehaviours in real time. (See Appendix 4)
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference, children with different family situations, such as looked after children or those with caring responsibilities. Understanding that any prejudice-based language is unacceptable.
- National Anti-Bullying Week promoted annually across school, with the involvement of all children, Governors and, on occasion, external speakers.
- Links made to the British Values Agenda, particularly the value of mutual respect and tolerance of others, and the Black Lives Matter agenda.
- The ASSERT methodology/approach to resolving conflict used in KS2 to empower children to assert themselves and become more effective communicators about behaviours that affect them (See Appendix 5).
- Links to Behaviour For Learning and understanding of each child as an individual learner with unique skills and talents particular to their own individual learning journey (See Behaviour Policy's Appendix 1 Behaviour For Learning).

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness regularly.

The lead staff member for anti-bullying/PSHE will carry out anonymised pupil questionnaires on bullying to gather feedback upon which to reflect and act.

The following stakeholders were consulted in the review of this policy:

- pupils including school council representatives
- staff
- parents/carers through parent forum consultation
- governors

This policy takes into account the following documents:

- DfE Preventing and tackling bullying - Advice for headteachers, staff and governing bodies July 2017
- Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE - 00062-2011
- Working Together to Safe guard children
- Keeping Children Safe in Education 2021
- Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014
- SSCB Child Protection Procedures 2014

Date of policy review: July 2021

Date of next review: January 2023

Shropshire Schools Hate-Related Incident Report Form

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race

 Religion / culture

 Sex

 Disability
- Sexual orientation

 Gender identity/presentation

 Age*

Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?

No

Yes (If 'yes' please give details below)

Frequency or duration of behaviour

Once or twice

Several times a week

Persisting over one school term

Persisting for more than a year

Section C: About the Victim

Is the victim Pupil

Staff member

Other adult

Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as

birth? Y/N

If child - Year Group /Age

If adult - Age Group:

16-24

25-34

35-44

45-55

Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

Buddhist

Rastafarian Don't know

Christian

Sikh

Hindu

Other

Jewish

No religion

Muslim

Prefer not to say

Sexual orientation

Heterosexual

Bisexual

Gay/Lesbian

Prefer not to say

Don't know

Ethnicity

White British

White & Black Caribbean

Any other black

background

White & Black African

Indian

Chinese

White Irish

Pakistani

Any other ethnic

background

White & Asian

Bangladeshi

Prefer not to say

Other white background Black Caribbean

Don't know

Any other mixed background

Black African

Eastern European

Is the victim from a Gypsy or Traveller background?

Yes

No

Don't know

Disability - please describe

know

Don't

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved - including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

Form Completed by

Role:
Date

Date this incident was reported to the authority

Police involvement:

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

Authorisation:

**Certain agencies can share de-personalised information without your consent.
Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).
This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only Yes No

Personal details Yes No

Signature Date

.....

Follow-up - for any further interventions related to this incident (for School use - no additional formal reporting required).

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-	
Perpetrator:-	

APPENDIX 2 The Legal Framework

Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

provides that every school must have measures to encourage good behaviour

and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents; gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership. The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

The Duty has three aims.

It requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty and additional specific duties require them:

To publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the "sender."

Appendix 3 Checklist for managing a bullying incident

1. Young person tells you he/she is being bullied or incident is observed
2. Report to a responsible member of staff
3. Record incident following LA guidelines
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.
7. If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.
9. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned
10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support
11. Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support
12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.
13. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.
14. Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so
15. Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, consider whether referral for further child and family support might be appropriate
16. Monitor the situation and review with all parties to ensure the bullying has stopped.
17. Review how successful your approach has been. What additional preventative measures need to be in place?

Guidelines for interview with all parties

- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe.(particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends.

NB Informed choice is an essential part of any restorative work.

- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?

Appendix 4 PSHE Responsive Lesson Framework to plan lessons for conflict resolution

S.A.S.S

(Skills, Attitudes, Solutions and Strategies)

1. Trigger question/issue

Using questions or issues that arise in children's lives, at the point they arise:

- Responding to a classroom issue (eg fallout on the playground)
- Responding to a wider family/local issue (eg divorce/death of a pet/loss of water to Broseley)
- Responding to a wider national current affairs issue (eg Manchester terrorist attack)

2. Establish/reinforce ground rules

Ground rules to consider:

Openness	Keep the conversation in the room	Non-judgmental approach
Right to pass	Make no assumptions	Listen to others
Use of respectful language	Ask questions	Seeking help and advice

Consider possibility of personal disclosures and ensure compliance with the safeguarding policy.

3. Starting point

Eliciting current understanding, ideas and feelings (how does it make you feel?) about the trigger by:

- Brainstorming around an image/trigger word
- Drawing a picture
- Using ideas from "Useful Teaching and Learning activities" eg Diamond 9, Agony Aunt, Continuum

4. Distancing technique

Distancing the trigger issue from their own experience to prevent the lesson feeling too "personal"

- Create a character (Boz/Baz/Daz/Taz— unfamiliar name) and explore how he might feel/react? "Imagine someone your age who goes to a school like ours..."
- Conscience Alley
- Puppets
- Storybook/extract
- Video clip
- Myth busting

5. Gather feelings

How does the created character/puppet/story book character feel? Why?

Eg How does Baz feel....?/How might Boz react?

(capturing the feelings and attitudes of the "perpetrator" as well as the "victim")

6. Reaching out

The children offering a practical response to help the situation/find a solution.

- What advice might you offer? Actions might you suggest they take?
- What would you want to say to his mum/his big brother/your headteacher/the Prime Minister about this trigger?
- Write a letter/blog/tweet/diary entry to/from....?
- What song could we play to him to help?
- Create a strategy poster for anyone else who finds themselves in this same situation in the

future.

7. Reflection and assessment

How have children's skills and attitudes changed as a result of this lesson? Children could complete one or more of these prompts:

Opportunity to assess:	What children might say:
An increase in knowledge	"Before I only knew...., now I also know....."
An increase in understanding	"I always knew..... but now I see how it connects to and now I can see how I could use this in my life."
A change or confirmation of a belief	"I used to feel.... but now I feel....."
A richer vocabulary	"Before I would have said.... but now I can say"
An increased competence in skills	"Before I didn't know how to but now I know how to"
New strategies acquired	"Before I wouldn't have known how to but now I know new/more effective ways to.."
An increased confidence	"Before I would say/do..... but now I feel I am able to say/do....."
Changed or challenged assumptions	"Before I thought that but now I realise that was a myth or stereotype."

8. Ending the lesson

Consider a light hearted end to a lesson that has been emotionally challenging or draining, to change the atmosphere so that pupils are ready to move on to the next lesson.

Eg Out of these three celebrities, who would you want to party with/work with/send to the Moon?

Appendix 5 ASSERT Approach to conflict resolution

A stands for Assert. Before you can talk about and try to resolve a problem you're having with someone else, you need to get his or her attention.

Eg "I need to talk to you about something/ Is now a good time?"

S stands for Soon, Simple and Short. Speak up as Soon as you realise that your rights have been damaged. Look the person in the eye and keep it Simple

Eg "It's about something that happened in the corridor today."

S stands for Specific behaviour. What did the person do that damaged your rights? Focus on the behaviour, not the person.

Eg "I didn't like it when you pushed me over."

E stands for Effect on me. Share how you felt about the behaviour.

Eg "It was really embarrassing and I hurt my arm when you pushed me to the floor."

R stands for Response. Wait for a response from the other person. They may try to brush you off with a comment like "So what?" or "Don't be such a baby". Don't let that bother you. They may, however, apologise.

T stands for Terms. Suggest a solution to the problem.

Eg "I want you to stop bothering me in the corridor. I don't like it. If you don't stop, I'll report you to the teacher/headteacher."

IF YOUR ASSERTIVENESS SEEMS TO ANGER OR PROVOKE THE PERPETRATOR, WALK OR RUN AWAY.