Bullying Prevention

Early Years

Evelyn attends your after school club (she previously attended your preschool setting and is now in Reception). Evelyn is a lively, boisterous child who can be a little demanding at times. You have spoken to parents about friendship issues previously.

Parents of Ava have informed you that they believe Evelyn is targeting their child in school and in the afterschool club and believe their child is being 'bullied'. They inform you of an incident on Monday evening where Evelyn in front of her parents has deliberately told all of the friendship group not to play with their daughter. Evelyn’s parents did not address this.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
- If you felt that you needed to take further advice who would you speak to?

Actions for setting

Record the concerns raised by the parents.

Clarify whether the parents have discussed these concerns with the Class teacher/school directly.

Seek consent to discuss their concerns with the school to ensure a co-ordinated response.

Use the Bullying Prevention paperwork from the SCiES website to screen, record and devise a support plan. Share with the school to ensure consistency.

Meet with the parents of Evelyn to discuss concerns – consider support through Early Help, would Evelyn’s parents access support to address friendship issues and wellbeing concerns.

Consider activities within the after school provision to promote healthy relationships and friendship in line with your Behaviour/Bullying Prevention Policy.

Regular review meetings to be held individually with both Evelyn and Ava’s parents.

SCiES Website
Primary:
Evelyn is in Reception. Evelyn is a lively, boisterous child who can be a little demanding at times. You have spoken to parents about friendship issues previously.

Parents of Ava have informed you that they believe Evelyn is targeting their child in school and they inform you of an incident on Monday evening where Evelyn in front of her parents has deliberately told all of the friendship group not to play with their daughter. Evelyn’s parents did not address this. You had previously observed that Ava is more withdrawn than normal and has difficulty separating from her mum in the mornings.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
- If you felt that you needed to take further advice who would you speak to?

Actions for setting

Record the concerns raised by the parents.

Use the Bullying Prevention paperwork from the SCiES website to screen, record and devise a support plan.

Meet with the parents of Evelyn to discuss concerns – consider support through Early Help, would Evelyn’s parents access support to address friendship issues and wellbeing concerns.

Consider activities within school to promote healthy relationships and friendship in line with your Behaviour/Bullying Prevention Policy.

Regular review meetings to be held individually with both Evelyn and Ava’s parents.

SCiES Website
Secondary and Further Education:

Evelyn is in year 10. Evelyn is a lively, boisterous child who has had numerous friendship issues and is forever changing friendship groups, her behaviour appears to alienate from her friends. You have spoken to parents about friendship issues previously.

Parents of Ava have informed you that they believe Evelyn is targeting their daughter via social media after joining her friendship group and they believe her intentions are to exclude her.

- What would you do immediately?
- Would you record any of this, and if so where?
- What actions would you take in the longer term?
- If you felt that you needed to take further advice who would you speak to?

Actions for setting

Record the concerns raised by the parents.

Use the Bullying Prevention paperwork from the SCiES website to screen, record and devise a support plan.

Meet with the parents of Evelyn to discuss concerns – consider support through Early Help, would Evelyn’s parents access support to address friendship issues and wellbeing concerns.

Consider activities within school provision to promote healthy relationships and friendship in line with your Behaviour/Bullying Prevention Policy.

Regular review meetings to be held individually with both Evelyn and Ava’s parents.

SCiES Website

Schools should have policies which contain:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
• a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;

• recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and

• the different forms peer on peer abuse can take, such as:

  • sexual violence and sexual harassment [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](https://www.gov.uk)

  • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

  • sexting: the policy should include the school or college’s approach to it: [Sexting Guidance](https://www.gov.uk)

  • initiating/hazing type violence and rituals.