ICKFORD SCHOOL

Anti-Bullying Policy

Reviewed: September 2026
Approved by: Ickford Learning Trust Board
Next review: September 2027

1. Our Vision

At Ickford School, we believe that everyone has the right to feel safe, secure, respected and valued within our caring and nurturing environment.

We are committed to creating a happy, high-achieving and inclusive school in which every child can learn, develop positive relationships and achieve their best.

Bullying, harassment, discrimination and intimidation are not acceptable at Ickford School. Everyone in our school community has a responsibility to contribute to a culture in which children and adults feel safe and are treated with kindness and respect.

We recognise that bullying can have a significant impact on a child's wellbeing, confidence, relationships, attendance and ability to learn. We therefore take all concerns seriously and respond promptly, proportionately and consistently.

This policy explains what we mean by bullying, how we seek to prevent it, how pupils can report concerns, how staff respond to allegations and incidents, and how we support pupils and adults affected by bullying.

This policy should be read alongside the school's:

- Behaviour Policy
- Child Protection Policy
- SEND Policy
- Equality Policy
- Online Safety/Acceptable Use Policy
- Staff Code of Conduct
- Complaints Policy
- Attendance Policy
- relevant Ickford Learning Trust policies and procedures.

2. School Aims

Ickford School aims to:

- value every child as an individual, recognising their strengths, needs and differences;
- ensure that all pupils have equal access to school life and an enjoyable education;
- create a stimulating, orderly and safe environment conducive to learning;
- promote kindness, respect, determination and honesty;
- develop pupils who are confident, resilient and considerate of others;
- teach pupils how to form and maintain positive relationships;
- ensure that pupils understand what bullying is and how to seek help;
- provide pupils with safe and accessible ways of reporting concerns;
- prevent bullying wherever possible through education, supervision, positive relationships and early intervention;

- respond promptly and appropriately when bullying is reported or identified;
- support pupils who experience bullying;
- provide appropriate education, support and accountability for pupils who display bullying behaviour;
- recognise and respond appropriately to bullying related to protected characteristics;
- ensure that bullying is considered within the wider safeguarding context where appropriate;
- protect staff and other adults from bullying and harassment;
- work positively with parents and carers;
- monitor the effectiveness of our anti-bullying arrangements and use pupil, parent and staff voice to inform improvement.

3. **Definition of Bullying**

For the purposes of this policy:

Bullying is unwanted behaviour that can be repeated, or a one-off incident causing harm, intimidation or offence. It often involves a real or perceived imbalance of power, although this is not always the case.

Bullying may be:

- physical;
- psychological;
- emotional;
- verbal;
- threatening or intimidating;
- relational or social;
- discriminatory;
- exclusionary;
- sexual or sexually harassing;
- online or cyberbullying;
- a combination of these.

Bullying may be carried out by an individual or group and may occur in person, online or through a combination of online and offline behaviour.

The current Department for Education definition recognises that bullying may involve repeated behaviour or a one-off incident causing harm, intimidation or offence and that a power imbalance is common but not essential.

A disagreement, argument, friendship difficulty or isolated incident of poor behaviour does not necessarily constitute bullying. However, such behaviour may still be inappropriate, harmful or serious and will be addressed under the school's Behaviour Policy and, where appropriate, Child Protection Policy.

A single serious incident may require an immediate safeguarding, disciplinary or pastoral response even where it does not meet the school's definition of bullying.

4. **Types of Bullying**

Bullying can take many forms and may involve more than one type of behaviour.

Physical bullying

This may include:

- hitting, kicking, pushing or other physical aggression;
- deliberately causing injury;
- taking or damaging another person's belongings;
- threatening physical harm;
- deliberately intimidating someone through physical behaviour.

Verbal bullying

This may include:

- name-calling;
- insults;
- repeated teasing or taunting;
- threatening language;
- deliberately humiliating comments;
- racist, sexist, homophobic, biphobic, transphobic or disability-related language;
- other derogatory or discriminatory language.

Social or relational bullying

This may include:

- deliberately excluding someone from a group;
- encouraging others not to play with or speak to someone;
- spreading rumours;
- deliberately damaging friendships or relationships;
- manipulating social situations;
- encouraging others to isolate or ostracise another pupil.

Psychological or emotional bullying

This may include:

- intimidation;
- threats;

- manipulation;
- coercive behaviour;
- deliberately undermining another person's confidence or self-esteem;
- behaviour intended to make another person feel frightened, isolated or worthless.

Cyberbullying and online bullying

This may include bullying through:

- messaging services;
- social media;
- online games;
- email;
- group chats;
- websites;
- video-sharing platforms;
- other digital or online environments.

Online bullying may involve sharing images or information without permission, threatening messages, exclusion from online groups, abusive comments, impersonation or encouraging others to participate in harmful behaviour.

The school may respond to online behaviour occurring outside school where it affects the school environment, threatens the safety or wellbeing of a member of the school community or otherwise falls within the school's lawful disciplinary jurisdiction. Schools may sanction harmful or threatening online behaviour affecting the school environment.

5**. Bullying Related to Protected Characteristics**

Ickford School will not tolerate bullying, harassment or discrimination related to a protected characteristic under the Equality Act 2010.

This includes behaviour relating to:

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

The school will take particular care to identify and respond to:

- racist bullying;
- disability-related bullying;
- sexist bullying;
- homophobic, biphobic or transphobic bullying;
- religious or belief-related bullying;
- bullying related to a pupil's family circumstances or background;
- bullying based on perceived characteristics;
- bullying based on association with someone who has a protected characteristic.

The school will make reasonable adjustments where required and will consider its duties under the Equality Act 2010 when responding to incidents.

Discriminatory behaviour will be taken seriously, recorded appropriately and addressed through the Behaviour Policy and/or safeguarding procedures where appropriate.

6. **Bullying, Child-on-Child Abuse and Safeguarding**

Bullying may form part of wider child-on-child abuse.

The school recognises that children can abuse other children and that such behaviour may include, but is not limited to:

- bullying and cyberbullying;
- prejudice-based and discriminatory bullying;
- physical abuse;
- serious threats or intimidation;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- coercive or controlling behaviour;
- abuse within children's relationships;
- other behaviour that causes harm.

KCSIE 2026 requires staff to recognise different forms of abuse and to act immediately when they have concerns. Staff must report safeguarding concerns to the Designated Safeguarding Lead (DSL) or Deputy DSL without delay.

Where behaviour raises a safeguarding concern, staff must follow the school's Child Protection Policy and report the concern to the DSL or Deputy DSL.

Staff should not assume that behaviour is simply "bullying" where there may be a wider safeguarding concern.

The school will support both the child who has experienced harm and the child who has caused harm. Where appropriate, consideration will be given to whether the child displaying

harmful behaviour may themselves have safeguarding, developmental, SEND or other support needs.

7. **Sexual Harassment and Harmful Sexual Behaviour**

The school recognises that inappropriate sexualised behaviour can occur between children, including in primary-aged children.

Where behaviour may constitute sexual harassment, sexual violence or harmful sexual behaviour, the school will follow its Child Protection Policy and the safeguarding procedures set out in KCSIE.

Staff will not dismiss concerning sexualised behaviour as:

- "banter";
- "just playing";
- "children being children"; or
- an ordinary friendship disagreement

where there is a safeguarding concern.

The age and developmental stage of the children involved will always be considered.

Where appropriate, the school will provide education and support to children involved, alongside any necessary safeguarding or disciplinary response.

8. **SEND and Disability**

The school recognises that pupils with SEND or disabilities may be particularly vulnerable to bullying and may experience additional barriers to reporting or responding to it.

Staff will consider whether:

- communication difficulties;
- social communication needs;
- sensory needs;
- emotional or developmental needs;
- learning difficulties;
- disability;
- anxiety;
- other individual circumstances

may affect a pupil's ability to recognise, report or respond to bullying.

Where a pupil displaying bullying behaviour has SEND or a disability, the school will consider whether the behaviour may be linked to an unmet need and whether additional support or reasonable adjustments are required.

SEND or disability does not excuse harmful behaviour. However, the school's response will be fair, proportionate and consistent with its duties under the Equality Act 2010 and the SEND Code of Practice.

Where bullying is persistent or significant, the school will consider whether additional assessment, pastoral support, reasonable adjustments or involvement of external professionals may be appropriate.

9. **Prevention**

Preventing bullying is the responsibility of the whole school community.

The school seeks to prevent bullying by:

- promoting Kindness, Respect, Determination and Honesty;
- teaching positive relationships through the curriculum, including PSHE and relationships education;
- explicitly teaching pupils about respectful behaviour;
- promoting inclusion and acceptance of difference;
- maintaining appropriate supervision during playtimes, lunchtimes and activities;
- encouraging pupils to speak to trusted adults;
- providing accessible reporting mechanisms;
- using pupil voice to identify concerns;
- monitoring behaviour and safeguarding information;
- responding to low-level concerns before they develop into more serious patterns;
- providing staff training;
- working with parents and carers;
- promoting safe and responsible online behaviour;
- addressing discriminatory language and behaviour promptly.

Bullying prevention is also supported through the school's wider safeguarding, behaviour, equality, SEND and online safety arrangements.

10. **Recognising Possible Signs of Bullying**

Bullying can take place out of sight of adults and children may not always tell someone what is happening.

Possible signs may include:

- reluctance to come to school;
- changes in attendance or punctuality;
- deterioration in academic performance;
- reluctance to go outside at playtime;
- reluctance to leave school at the normal time;
- unexplained damage to or loss of possessions;
- frequent complaints of feeling unwell;
- headaches, stomach aches or other unexplained physical symptoms;
- becoming withdrawn or unusually quiet;
- increased anxiety;
- changes in behaviour;
- changes in friendships;
- appearing isolated during play or lunchtime;
- changes in online behaviour;
- loss of confidence;
- changes in sleep or mood reported by parents/carers;
- reluctance to participate in particular activities.

These signs do not necessarily mean that bullying is occurring. Staff should consider the wider circumstances and follow safeguarding procedures where appropriate.

11**. Pupils – Steps to Stop**

Ickford School teaches children a simple "Steps to Stop" approach.

Where a pupil feels safe and confident to do so, they are encouraged to:

Step 1 – Say "Stop"

Raise their hand and say clearly:

"Please stop. If you carry on, I will tell an adult."

or:

"If you keep doing it, I shall tell an adult."

Step 2 – Tell an adult

If the behaviour continues, or if the pupil is worried, they should tell:

- their class teacher;
- teaching assistant;
- lunchtime supervisor;
- Headteacher;
- Deputy Headteacher;

- DSL/Deputy DSL;
- any trusted adult.

Pupils can also use:

- the Worry Box;
- another confidential reporting method;
- a parent or carer;
- another trusted adult.

A pupil is never expected to confront another child or tell them to stop if doing so would make them feel unsafe or increase the risk of harm.

Pupils can always go directly to an adult.

12. **Reporting Concerns**

All pupils are encouraged to report bullying or behaviour that makes them feel unsafe.

Staff will listen carefully and take concerns seriously.

Parents and carers are encouraged to contact the school if they are concerned that their child may be experiencing bullying.

A concern can be reported to the class teacher, Headteacher, Deputy Headteacher, DSL or another trusted member of staff.

A child does not need to prove that bullying has taken place before reporting a concern.

13. **Responding When Bullying is Reported**

The school will respond to concerns promptly and proportionately.

The response will depend on the nature, seriousness and circumstances of the concern.

Step 1 – Listen and reassure

The adult receiving the concern will:

- listen carefully;
- reassure the pupil;
- take the concern seriously;
- avoid blaming the pupil;
- establish whether there is an immediate risk of harm.

Step 2 – Record

The concern will be recorded factually and objectively in the school's approved recording system where appropriate (CPOMs)

Safeguarding concerns will be recorded and managed in accordance with the Child Protection Policy.

Step 3 – Consider safeguarding

The member of staff will consider whether the concern may constitute a safeguarding issue and inform the DSL or Deputy DSL without delay where appropriate.

Step 4 – Establish the facts

The school will undertake proportionate enquiries, which may include speaking separately with:

- the pupil reporting the concern;
- the pupil alleged to have bullied another pupil;
- relevant witnesses;
- staff members;
- parents/carers where appropriate.

Staff will avoid leading questions and will record relevant information accurately.

Step 5 – Determine the appropriate response

The school will consider whether the behaviour:

- constitutes bullying;
- is an isolated behaviour incident;
- constitutes discriminatory behaviour;
- may constitute child-on-child abuse;
- raises a safeguarding concern;
- requires a response under the Behaviour Policy;
- requires additional pastoral or SEND support.

Step 6 – Take action

Appropriate action may include:

- education and discussion;
- restorative work;
- increased supervision;
- pastoral support;
- support for friendships;
- a behaviour sanction;

- parent/carer involvement;
- a behaviour support plan;
- safeguarding action;
- external agency involvement where appropriate.

Step 7 – Monitor

The school will monitor the situation to ensure that:

- the behaviour has stopped;
- the pupil feels safe;
- appropriate support has been provided;
- there is no retaliation;
- further action is taken if necessary.

14. **Restorative Approaches**

Restorative approaches may be used where they are appropriate and safe.

These may include:

- helping pupils understand the impact of their behaviour;
- supporting pupils to take responsibility;
- repairing relationships;
- agreeing how behaviour will change;
- helping pupils develop appropriate social skills.

However, restorative approaches will not be used automatically.

A pupil who has experienced bullying will not be required to participate in mediation, restorative meetings or face-to-face discussions where this would be inappropriate, unsafe or likely to cause further distress.

The safety and wellbeing of pupils will always take priority.

15. **Supporting Pupils Who Experience Bullying**

The school will seek to support pupils who experience bullying by:

- listening to them;
- reassuring them;
- ensuring that they know whom they can talk to;
- increasing supervision where appropriate;
- supporting friendships and inclusion;

- providing pastoral support;
- considering SEND or other additional needs;
- involving parents/carers where appropriate;
- monitoring their wellbeing;
- reviewing the effectiveness of the support provided.

Where necessary, the school may seek advice or support from external agencies.

16. **Responding to Pupils Who Display Bullying Behaviour**

The school will hold pupils accountable for harmful behaviour while recognising that children may require education, support and intervention.

Responses may include:

- discussion and education;
- restorative work;
- behaviour sanctions;
- parent/carer involvement;
- increased supervision;
- behaviour monitoring;
- individual behaviour support;
- SEND assessment or support where appropriate;
- safeguarding intervention;
- external agency involvement where appropriate.

The school will consider whether the pupil displaying bullying behaviour may themselves be experiencing abuse, neglect, exploitation, difficulties at home or other vulnerabilities.

Where behaviour is serious or persistent, the school's Behaviour Policy will be followed.

17. **Bullying Outside School**

Bullying can occur:

- on the journey to or from school;
- during school trips;
- during school activities;
- during clubs or activities arranged by the school;
- through school-related online groups;
- through social media or other online platforms.

Where behaviour outside school affects the orderly running of the school, threatens the safety or wellbeing of another member of the school community or otherwise falls within the school's lawful disciplinary jurisdiction, the school may take appropriate action.

The school will act proportionately and in accordance with its Behaviour Policy and legal duties.

18. **Bullying and Harassment of Staff**

Ickford School is committed to ensuring that all staff, volunteers and trustees are treated with dignity and respect and are protected from bullying, harassment, intimidation and abuse.

Bullying or harassment of staff may be perpetrated by:

- pupils;
- parents/carers;
- colleagues;
- visitors;
- contractors;
- other members of the school community.

It may occur in person or online.

The school recognises the distinction between bullying and harassment and will take concerns seriously. The DfE published specific guidance on preventing and tackling bullying and harassment of school staff in July 2026, which applies to academies and academy trusts.

Staff should:

- keep factual records of incidents;
- retain relevant emails or online communications;
- report concerns to the Headteacher;
- seek advice from their trade union or professional association where appropriate.

Where a concern relates to the Headteacher, it should be reported to the Chair of the Ickford Learning Trust Board in accordance with Trust procedures.

The school/Trust will investigate concerns proportionately and take appropriate action under relevant policies and procedures.

These may include:

- Behaviour Policy;
- Staff Code of Conduct;
- Complaints Policy;

- safeguarding procedures;
- disciplinary procedures;
- relevant Trust procedures.

The school will take particularly seriously any bullying, harassment or discrimination relating to a protected characteristic.

The school recognises its responsibilities as an employer to provide a safe and suitable working environment and to take reasonable steps to protect staff from unacceptable behaviour.

19. **Roles and Responsibilities**

The School

The school will:

- promote a positive and inclusive culture;
- take allegations of bullying seriously;
- respond promptly and proportionately;
- provide appropriate supervision;
- provide staff training;
- teach pupils about positive relationships;
- provide safe reporting mechanisms;
- record and monitor significant incidents;
- support pupils affected by bullying;
- work with parents/carers;
- identify safeguarding concerns;
- monitor the effectiveness of this policy.

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- model respectful behaviour;
- ensure that the policy is implemented consistently;
- ensure staff understand their responsibilities;
- investigate significant bullying concerns;
- ensure safeguarding concerns are referred appropriately;
- determine appropriate behaviour responses;
- liaise with parents/carers;
- monitor patterns and trends;
- ensure appropriate staff training;
- report relevant information to the Trust Board;
- ensure that the policy remains compliant with legislation and statutory guidance.

Teachers, Teaching Assistants and Support Staff

Staff will:

- model respectful behaviour;
- establish positive classroom relationships;
- challenge inappropriate and discriminatory behaviour;
- encourage pupils to report concerns;
- listen to pupils;
- record concerns appropriately;
- report safeguarding concerns to the DSL/Deputy DSL without delay;
- follow the Behaviour Policy and Child Protection Policy;
- participate in relevant training.

Midday Supervisors and Breakfast/After-School Club Staff

These staff will:

- supervise pupils appropriately;
- be alert to changes in behaviour and relationships;
- challenge inappropriate behaviour;
- encourage pupils to report concerns;
- report incidents promptly;
- support pupils who may be vulnerable or isolated;
- follow school safeguarding procedures.

Parents and Carers

Parents and carers are expected to:

- encourage respectful behaviour;
- model positive relationships;
- talk to their child about bullying and online behaviour;
- report concerns to the school;
- provide relevant information that may help the school understand a concern;
- support agreed strategies;
- work constructively with school staff.

Parents/carers should not approach or confront another child or their family directly about an alleged bullying incident.

The school encourages parents/carers to use the school's Steps to Stop approach with their child where appropriate, while recognising that children should always be able to seek adult help directly.

Board of Trustees

The Ickford Learning Trust Board will:

- provide appropriate strategic oversight of behaviour and anti-bullying arrangements;
- ensure that appropriate policies and procedures are in place;
- monitor relevant behaviour and bullying information at an appropriate strategic level;
- consider whether the Trust's arrangements are effective;
- fulfil statutory responsibilities relating to exclusions and other matters where required;
- ensure appropriate escalation routes exist where concerns involve senior leaders or governance.

The Trust Board does not undertake the day-to-day investigation or management of individual pupil incidents unless this falls within its statutory or governance responsibilities.

20. **Recording Incidents**

Significant bullying concerns and incidents will be recorded in the school's approved recording system, including CPOMS where appropriate.

Records should be:

- factual;
- objective;
- proportionate;
- timely;
- clear about actions taken;
- clear about decisions made;
- clear about the rationale for significant decisions;
- appropriately linked to safeguarding records where relevant.

KCSIE 2026 emphasises the importance of accurate safeguarding records, including the concern, actions taken, decisions, rationale and outcomes.

The school will maintain appropriate confidentiality and comply with data protection requirements.

Not every friendship disagreement or minor behaviour incident will necessarily require a CPOMS record.

21. **Recording Racist and Discriminatory Incidents**

The school will record racist, discriminatory and other significant prejudice-related incidents in accordance with its recording procedures and any applicable Trust or Local Authority requirements.

Where an incident raises a safeguarding concern, the DSL will be informed.

The school will monitor such incidents to identify patterns and determine whether further education, intervention or support is required.

22. **Monitoring and Evaluation**

The effectiveness of this policy will be monitored by the Headteacher and Senior Leadership Team.

Monitoring may include:

- analysis of bullying incidents;
- CPOMS records;
- behaviour records;
- safeguarding information;
- pupil voice;
- school council feedback;
- parent/carer feedback;
- staff feedback;
- attendance information;
- playground and lunchtime observations;
- online safety concerns;
- patterns involving particular pupils or groups.

Where appropriate, behaviour and bullying data will be analysed by relevant pupil groups, including pupils with SEND or disabilities, to identify patterns or disproportionate impact.

The school will consider whether:

- particular pupils are more vulnerable to bullying;
- particular locations or times of day present increased risk;
- particular forms of bullying are emerging;
- bullying related to protected characteristics is occurring;
- the school's response is effective and proportionate;
- any group is disproportionately affected by either bullying or the school's response to bullying.

Pupil voice will form an important part of this evaluation.

23. **Pupil Voice**

Pupils should have regular opportunities to express their views about:

- relationships;
- behaviour;
- bullying;
- safety;
- inclusion;
- playtimes and lunchtimes;
- online safety;
- whether they know how to seek help.

Pupil voice may be gathered through:

- School Council;
- class discussions;
- pupil surveys;
- Steps to Stop discussions;
- individual conversations;
- assemblies;
- other appropriate mechanisms.

Pupil feedback will be used to identify improvements to the school's anti-bullying arrangements.

24. **Complaints and Escalation**

The school encourages concerns to be raised promptly so that they can be addressed constructively.

Where a parent/carer remains dissatisfied with the school's response, they should follow the school's Complaints Policy.

Complaints about staff behaviour will be managed through the appropriate Trust or school procedure.

Where a concern relates to the Headteacher, the school's Trust-level escalation arrangements will apply.

The school will distinguish between:

- reporting a bullying concern;
- safeguarding concerns;
- complaints about how the school has responded;
- complaints about an individual member of staff.

Each will be managed through the appropriate procedure.

25**. Equality and Reasonable Adjustments**

Ickford School will have due regard to its duties under the Equality Act 2010.

The school will:

- seek to eliminate unlawful discrimination;
- advance equality of opportunity;
- foster good relations;
- make reasonable adjustments where required;
- consider the impact of its policies and procedures on pupils with protected characteristics;
- monitor whether its anti-bullying arrangements have a disproportionate impact on any pupil or group.

The school recognises that equality and safeguarding are closely connected and will ensure that discriminatory behaviour is not normalised or dismissed.

26. **Staff Training**

Staff will receive appropriate training and updates so that they understand:

- the school's definition of bullying;
- the difference between bullying, conflict and other behaviour concerns;
- child-on-child abuse;
- discriminatory bullying;
- online bullying;
- safeguarding procedures;
- SEND and reasonable adjustments;
- how to respond to disclosures;
- recording expectations;
- when to involve the DSL;
- how to support pupils affected by bullying;
- how to respond to bullying or harassment of staff.

Anti-bullying arrangements will be reinforced through safeguarding and behaviour training rather than treated as a standalone issue.

27. **Review**

This policy will be reviewed annually or sooner where:

- legislation changes;
- statutory guidance changes;

- safeguarding arrangements change;
- Trust procedures change;
- monitoring identifies a need for amendment;
- significant incidents indicate that improvements are required.

Next scheduled review: September 2027.

28. Legal and Statutory Framework

This policy has due regard to the following legislation and guidance, as applicable:

- Children Act 1989;
- Children Act 2004;
- Education Act 1996;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014;
- Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education 2026;
- Department for Education: Preventing and Tackling Bullying;
- Department for Education: Behaviour in Schools;
- Department for Education: Preventing and Tackling Bullying and Harassment of School Staff (July 2026);
- Working Together to Safeguard Children 2026;
- relevant online safety guidance;
- relevant Ickford Learning Trust policies and procedures.

The DfE's principal bullying guidance was updated on 9 July 2026. KCSIE 2026 came into force on 1 September 2026.

Where legislation or statutory guidance is amended after publication of this policy, the school will comply with the current legal and statutory requirements.

Appendix 1 – Staff Bullying or Harassment Record

Where a member of staff experiences bullying, harassment or intimidation, the concern should be recorded factually and reported through the appropriate school or Trust procedure.

The record should include:

- date and time;
- location or online platform;
- people involved;

- factual description of what occurred;
- witnesses;
- relevant correspondence or evidence;
- action taken;
- person notified;
- any safeguarding or health and safety concern;
- follow-up action required.

Where the concern relates to the Headteacher, the member of staff should use the Trust's appropriate escalation route to the Chair of the Trust Board.

Staff may also seek support from their trade union or professional association.

Appendix 2 – Useful Resources

Parents, carers, pupils and staff may find the following organisations useful:

- Department for Education – Preventing and Tackling Bullying
- Anti-Bullying Alliance
- Childline
- Kidscape
- NSPCC
- Internet Matters
- UK Safer Internet Centre

The Department for Education's current bullying guidance provides further resources for schools, parents and carers.