Lady Bay Primary School

Anti-Bullying
Policy

November 2026

Review – November 2027

Introduction

At Lady Bay Primary School, we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Lady Bay Primary School, we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Whilst this policy primarily addresses bullying involving pupils, we recognise that harmful behaviour can also occur within relationships involving adults and children. Any concerns that a member of staff, volunteer, contractor or other adult may have bullied, intimidated, humiliated, victimised or otherwise caused harm to a pupil will be treated seriously and responded to in line with the school's safeguarding, staff conduct, allegations against staff, and complaints procedures. All pupils have the right to be treated with dignity and respect.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2026) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/Carers (through written consultations, parents evening meetings, focus groups)
- Pupils (through the School Council, RHE time in class, pupil voice)
- Governors (through governor meetings and governor training)
- Other partners (discussions with breakfast clubs, after school providers, local PCSO etc.)

This policy is available:

- Online at (https://www.ladybay.notts.sch.uk/policies-gdpr-documents/)
- In the school prospectus
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher (Steve Border) has overall responsibility for Anti-Bullying at our school. He is responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator is the RHE Lead (Jenna Beckett). She is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead/Leads (DSL) is Steve Border and the Deputies in our school are Tracey Keane and Nicky Bayliss.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Alison Thomas.

All staff are expected to model respectful, professional and inclusive behaviour at all times. Staff must not engage in behaviour that could be experienced by a child as intimidating, humiliating, degrading, bullying or discriminatory. Any concerns regarding adult conduct towards pupils must be reported in line with safeguarding procedures.

What is bullying and how does it differ to relational conflict?

At Lady Bay Primary School, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"*Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal, or psychological. It can happen face to face or online."*

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or

disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that **all** pupils feel supported (this will include the child who has experienced bullying behaviour, the child/children who has/have allegedly perpetrated bullying behaviour, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Lady Bay Primary School, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling, gossiping.
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, posting / sharing socially embarrassing material etc.

- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation.
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist (ableist) in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; or because they have a learning or physical disability; or because they are lesbian, gay, bisexual or trans, or are perceived to be, or have a parent/carer, sibling or friend who is. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately. Our school also understands that some behaviour such as 'baiting' or 'false friendships' may constitute as bullying, we will consider the context of all incidents and aim to support all children involved.

Baiting is 'a provocative act used to solicit an angry, aggressive or emotional response from another individual' – 'baiting can be used in bullying both on and offline and it can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully'. Research shows us that 'sometimes baiting is used secretively to try to get a person to explode in a rage or react negatively/loudly so that they get in to trouble'. Sometimes, children who have SEND may experience baiting from their peers as their triggers may be more well-known amongst the group.

False friendships 'describe relationships where someone pretends to be your friend, or is your 'friend' sometimes, but actually uses their power to bully you'. Research shows that 'false friendships can sometimes be hard for adults to identify' and that some children may be more likely to experience them if they don't understand what a good friend is.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, reciprocal, teasing between friends' that is well intended. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). When engaging in prosocial banter, all parties present exchange banter and all share the positive experience. Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

Contextual Safeguarding and interventions:

Bullying can happen to any child, and it can have a significant impact on their social, emotional and mental health. School staff should support all pupils who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.
All staff should consider the context within which incidents and/or bullying behaviours occur. Schools should consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported.
Witnessing or being a bystander to bullying incidents may also affect a child's wellbeing, school staff should proactively support those children too in processing their experiences.

Supporting SEND pupils:

KCSiE 2026 states that 'children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline'. It also states that these children can be 'more prone to peer group isolation or bullying (including prejudice-based bullying) than other children' and there is a 'potential for children with SEND or certain medical conditions' to be 'disproportionately impacted by behaviours such as bullying, without outwardly showing any signs' and that they may have 'communication barriers and difficulties in managing or reporting these challenges'.

At Lady Bay Primary School, we are mindful that some children with SEND may not always recognise that they are experiencing bullying or perhaps displaying bullying behaviours, particularly where there are difficulties with social communication, understanding social relationships or identifying harmful behaviours. In these circumstances, staff may need to proactively identify concerns through observation, regular conversations and partnership working with parents/carers.

Schools should ensure that reporting systems are accessible to all pupils, including those with SEND. Some children may find it difficult to recognise bullying behaviour, communicate their experiences, understand reporting processes, or describe what has happened to them. Schools should therefore consider whether additional adjustments are needed to enable children to report concerns in ways that meet their communication needs and preferences.

Adjustments may include:
• Using visual reporting tools, emotion scales, photos, symbols, Widgit resources, communication boards and/or Comic Strip Conversations.
• Providing alternative methods of reporting, such as worry boxes, email reporting systems, digital forms, trusted adults or one-to-one check-ins.
• Allowing pupils additional time to communicate and process questions.
• Using familiar adults who understand the child's communication preferences and communication style.
• Considering the support of Teaching Assistants, SENCOs, ELSAs, Speech and Language professionals or other trusted staff where appropriate.

• Regularly checking in with identified vulnerable pupils rather than relying solely on self-reporting.
• Ensuring pupils understand what bullying is and how it differs from friendship difficulties, teasing and relational conflict through adapted and accessible teaching materials.

Where does bullying take place?

At Lady Bay Primary School, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

We anticipate the full support of parents/carers and families during our investigations of reports of bullying or relational conflicts and request that they work in partnership with our school colleagues to help provide all evidence and context to any reported incidents (particularly when alleged incidents have taken place online). We ask that parents/carers remain vigilant about their children's online activities and behaviour online, and work in partnership with the school to educate children about the importance of online safety.

How to Report Bullying Concerns

At Lady Bay Primary School, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

We have clear reporting systems for our school community. This is facilitated by 'CPOMs'. We are always available for parents/carers and have in place a range of HR policies to support staff. This includes those in the community whose children who are affected by bullying or have witnessed bullying behaviour (bystanders) or those children who show bullying behaviour. All of these groups will need support.

Any pupil, parent/carer, member of staff or visitor who has concerns that a child has been bullied, intimidated, humiliated or unfairly targeted by an adult working within the school should report these concerns to the Head Teacher (or Chair of Governors where the concern relates to the Head Teacher) and/or the Designated Safeguarding Lead. Such concerns will be

managed in accordance with the school's safeguarding and allegations management procedures.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in both the Lower School and Upper School buildings, where the pupils can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We recognise that some pupils, including some children with SEND, may require additional support to recognise, understand or report bullying concerns. We will make reasonable adjustments to our reporting systems to ensure they are accessible and inclusive. Pupils may choose to report concerns verbally, through visual communication methods, through a trusted adult, through written or electronic means, or with support from a member of staff who knows them well.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the

meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. We ask that parents/carers remain vigilant about their child's online and out-of-school activities and that they work in partnership with the school to provide any evidence to allow staff to investigate the matter fully and in a timely manner.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity

in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Lady Bay Primary School, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses. A supportive script can be found in Appendix A.
- Talk to the parents (of the target and/or the alleged perpetrator)
- Our school will take a restorative and education-based approach in order to address the possible root causes for any bullying behaviours. When appropriate, we will implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable. We may issue bespoke interventions or next steps of support depending on the circumstances and root causes.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group

work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
• Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
• Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns and consider the potential impact of the experiences – a DSL may then liaise with other professionals and Local Authority teams as appropriate (e.g. ELSA school counsellor, CAMHS, MASH etc.).

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for Preventing Bullying

At Lady Bay Primary School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

• Anti-Bullying week annually in November
• RHE (Relationship and Health Education)/Citizenship lessons for all year groups (Jigsaw)
• Specific curriculum input on areas of concern such as Cyberbullying and internet safety, such as Safer Internet Day in February.
• Active School Council Representatives (from Years Two to Six)
• Play Leaders
• Collaborative work with safeguarding leads, SENCOs and other colleagues and specialists
• Ensure reporting systems, anti-bullying education and pupil voice activities are accessible for children with SEND through the use of adapted resources, visual supports and personalised approaches where required.
• Themed days, assemblies and lessons to promote equality and tackle prejudice, e.g. Dyslexia Awareness
• End of term / end of academic year celebration events (Dragon Rewards, Year Six Reward, Play Leader Reward)
• Opportunities for pupils to share their voice and opinions – through surveys etc.
• Inclusive displays throughout the school with a diverse range of work, photographs etc.
• Inclusive toys and books throughout the school raising awareness of and celebrating differences
• ELSA support, counselling for identified pupils

- Specific initiatives for identified individuals or groups
- Parent information board and area on the school website
- Parent/carer/LBSA events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- Promoting a culture of mutual respect between pupils and adults, where all members of the school community are treated with dignity, fairness and respect, and where concerns about adult conduct can be raised safely.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	Why
Behaviour Policy	Includes details about the rewards and sanctions
Safeguarding and Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-child Abuse policy (previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Online Safety Policy/E-Safety/Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
RHE Policy	Includes information about our school's Jigsaw RHE programme and how we teach about relationships, friendships and bullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
GDPR Policy	Reporting and Recording

Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Further useful resources regarding Anti-Bullying and related topics:

• Keeping Children Safe in Education 2026: Keeping children safe in education - GOV.UK (www.gov.uk)
• Working Together to Safeguard Children 2026: Working together to safeguard children - GOV.UK (www.gov.uk)
• Preventing and Tackling Bullying 2017: Preventing bullying - GOV.UK (www.gov.uk)
• Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
• Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
• Relationships and sex education (RSE) and health education guidance 2026: Relationships and sex education (RSE) and health education - GOV.UK
• Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance
• Nott Alone website – separate pages of information for children and young people, parents and carers and professionals: Bullying | NottAlone

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Appendix A: supportive script for adult in charge of investigation

WHAT HAPPENED?

Exactly where and when did the bullying take place?
Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time?

(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time?

(If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation… especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it)

Do you know the names of the people who bullied you?

(Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place?

(This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered)

Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

What would you like to happen now?

This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.