Anti-Bullying Policy Including the EYFS

ISI Code: 10 Anti-Bullying Policy including EYFS
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A positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

Introduction

At Reigate St Mary's we believe that bullying and is not acceptable in any form or in any context and we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.
We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007)

Principles that underpin the policy
For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.
- Know that child-on-child abuse is not tolerated at Reigate St Mary's.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

For Reigate St Mary's:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Through training the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.
- where appropriate, invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.

- That inclusive values are promoted and underpin behaviours and school ethos

For parents / Carers:

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Policy Development
This policy was formulated in consultation with the whole school community with input from:
Members of staff, governors, parents/carers, children and young people, and other partners through: questionnaires/surveys, meetings, partnership meetings.

Pupils contribute to the development of the policy through the school council, surveys/questionnaires, peer mentors, circle time discussions, PSHEE lessons.

Pupil voice - School Council - has developed a student friendly poster summarising the main policy and these are displayed in the classrooms and discussed with the children. (Appendix 4)

Parents/Carers are encouraged to contribute by: taking part in written consultations, online surveys, parent meetings, through form reps.

Links with other policies
This policy should be read in conjunction with:
Safeguarding Policy
Behaviour Policy
Acceptable Use Policy - Cyberbullying and Online safety
Equality Policy
PSHE Policy
Complaints policy
Confidentiality Policy
Staff Code of Conduct
Pastoral Care Policy
Supervision of Pupils Policy
Induction Policy

DfE Documentation
Keeping Children Safe in Education (2024)
Preventing and Tackling Bullying (July 2017)
Cyberbullying: Advice for Head Teachers and school staff (2014)
Education Act 2011
The Education and Inspections Act 2008;
Independent School Standard Regulation 2014;
The DfE Preventing and tackling bullying Advice 2017.

Behaviour Policy/ Staff Code of Conduct- the scope of these policies *is to include:*
- bullying of students within school
- bullying of and/or students outside of the school, where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

Roles and Responsibilities
The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–bullying Coordinators in our school are the Assistant Head (Pastoral) Andrea Gower and Head of Lower School Samantha Selkirk.

Their responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents alongside the form teacher
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying is Luke Herbert.
Their responsibilities are to ensure policy and procedures are in line with "Working Together to Safeguard Children" (2023) and "Keeping Children Safe in School" (2024)

Definition of Bullying
D of E definition of bullying from 'Preventing and Tackling Bullying' (2017)
"Bullying is behaviour by an individual or group, it may be repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email)"

Bullying can be both physical and emotional, it is a serious issue which may cause psychological damage.

The Anti-Bullying Alliance (ABA) defines **bullying** as "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 through cyberspace." (ABA 2014)
An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involve d show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Why are some children and young people or adults, more vulnerable to being bullied?
Specific types of bullying include
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

Bullying can be:
- Physical, e.g. kicking, hitting, pulling hair, punching, tripping up, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups, negative facial expressions, making signs with hands, bodies and postures

- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Bullying can take place between: young people; young people and staff; between staff; individuals or groups. Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?
Bullying can include:
- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. Pupils are supported to understand this role through prevention (curriculum work/assembly/PSHE etc explaining these roles and what these pupils should be doing), and when dealing with a bullying incident these pupils will be supported through restorative conversations/ conferences.

Why are some children, young people and adults, more vulnerable to becoming bullies?
- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- feeling powerless
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves
- Cultural Causes of Bullying
- Institutional Causes
- Social Issues
- Family Issues
- Gender
- The Bully's Personal History
- Having Power
- The bully has been bullied before
- The bully is lonely
- The bully Is jealous
- The bully Is part of a pack
- The bully sees You as being different

Developing and promoting Resilience and Emotional Well being
This is what we do at Reigate St Mary's:

- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes (Jigsaw)
- Pastoral systems
- Healthy Schools
- Learning Space
- Restorative Approaches
- Inclusion
- ELSA support
- Rainbows
- Social Skills groups
- Peer mentors
- Community Links
- Parent training e.g. NSPCC, Jane Simster and the other one Julia Philpot

Strategies for Preventing Bullying
As part of our on going commitment to the safety and welfare of our pupils we at Reigate St Mary's School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies both as part of the curriculum and across the whole school e.g.
- Anti-bullying partnership
- Restorative Approaches
- Involvement in JIGSAW scheme of work (PSHEE)
- Involvement in Healthy Schools
- National Anti-Bullying week annually (usually in November)
- PSHE/Citizenship
- Circle Time
- Tutor time
- Assemblies – school led and outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Topics/ drama/ stories/ discussions and the avoidance of prejudice- based language
- Student voice
- Peer mentoring schemes
- Playground Buddying / play Leaders / IT Leaders / Values Leaders
- Friendship bench
- Lunchtime clubs
- ELSA support
- Parent information events/information – and the part parents can play in advising pupils how to prevent bullying including when they find themselves as bystanders
- Regular Staff training and development for all staff (internal and external)
- Regularly updating and informing staff of any on-going bullying situations in school
- Dealing effectively with incidents using the defined process
- Counselling and Learning Space
- School schemes to celebrate success: National Healthy schools
- Speakers eg: NSPCC

Reporting and Responding to Bullying
Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

The system of reporting for:

- Children (children involved and bystanders) are encouraged to speak to their Form Teacher or another member of staff, or to a adult or peer mentor or complete a 'bubble'.

- Parents/carers: talking to a member of staff (face-to-face, email, phone call to the school office who will forward to the form teacher and in their absence the Assistant Head (Welfare) (Upper School) or Head of Lower School). Parents are advised annually at the 'Meet the New Form Teacher Evening' and through the Parent Handbook.
- All staff and visitors: talking to any member of staff (as above)
- Bystanders: talking to any member of staff (as above)

At Reigate St Mary's there is an ethos that makes it clear that bullying will not be tolerated and positive behaviours are promoted through:
- Structured support from Form Teachers, PSHE lessons, circle time, assemblies and the House system
- All children from Reception – Year 6 are issued with a 'bubble' which has their name on. If they need to speak to a Teacher but do not want to approach them directly they can place the 'bubble' on the Teacher's desk and the Teacher will come to find them to talk through their concerns.
- School Council to raise issues troubling the pupils
- Planned times through the year to address bullying, as well as daily contact with a supportive adult, such as a Form Teacher
- Staff meet on a regular basis to discuss all pupils individually within a Form so that everyone who teaches them has a clear picture of the child.
- Open relationships with parents
- Celebration of diversity
- Encouraging support for the less fortunate

Procedures
At Reigate St Mary's we have developed a consistent approach to recording and monitoring bullying incidents in their school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take:
- Interview all parties and record information: Teachers will take a calm, unemotional problem-solving approach when dealing with the incidents of alleged bullying behaviour reported by pupils, staff or parents. Incidents will be investigated outside the classroom situation to ensure the privacy of all involved and all interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.

- Inform parents of all children involved.

- A range of responses appropriate to the situation will be deployed: - solution focused, restorative approach, circle of friends, individual work with victim and perpetrator, referral to Learning Space/outside agencies if appropriate. Support for the **ALL** involved in the bullying incident, by:

  o Raising awareness of problems and discussing with children alternative positive behaviour
  o Promoting strategies to protect and support the victims and making children aware of where they might find help eg.
    www.childline.org.uk
    www.kidsmart.org.uk
    www.bullying.co.uk
    www.cfchildren.org
      More sources of information may be found attached to this document.
  o Providing support and following an incident of bullying there will be a restorative conference (Refer to Behaviour Policy).

- Any form of bullying is regarded as a Step 5 (Reflection Session) with the Phase Leaders, Assistant Head Lower School, Head of Lower School or Assistant Head Welfare or Step 6 (internal exclusion) at the Assistant Head (Welfare) or Head of Lower School's discretion.
- If bullying persists (a child receives six Step 5s in Lower School or four Step 5s in Middle and Upper School within one half term period, at the discretion of the Assistant Head (Welfare) or Head of Lower School, the child will be given a Behaviour Support Plan. The Behaviour Support Plan will be reviewed half termly. There may be occasions where Exclusion (Step 7) may be necessary in cases of severe and persistent bullying. Only the Headmaster, or in

his absence the Head of Lower School has the authority to exclude a pupil from school for a fixed term and only the Headmaster can permanently exclude a pupil.

- The school will report back to parents/carers regarding any concerns about bullying informing the parents fully and promptly as to how issues have been dealt with and regular review meetings between staff and parents will be arranged by the Assistant Head (Welfare) or Head of Lower School.
- The school operates a system of Form Focus and /or Supervision meetings (Early Years) whereby pupils are reviewed by the staff who teach them to ensure that no issues whether social, emotional or academic slip through the net. Minutes are taken of these meetings and disseminated accordingly.
- Contacting the DSL team.
- Contacting outside agencies for support (including Learning Space and the School Counsellor).
- Contacting the Police (see D of E Guidance on Criminal Law re: Hate Crime). A bullying issue will be referred to external agencies (such as police/children's social care) when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
- Should a complaint arise at any point regarding how the bullying is being tackled, the school will refer to the Complaints Procedure. A copy of the Policy is available on the school website.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident on the Recording Bullying Behaviour Template (Appendix 2) and this will be reported to and held by the Head of Lower School (Lower School) or Assistant Head (Pastoral) (Upper School).

The Head of Lower School and Assistant Head (Pastoral) and Phase Leaders will meet half termly to discuss behaviour and identify any trends which will be acted upon, e.g. through assemblies, circle times and PSHEE lessons and respond to identified concerns about any individual.

This information will be presented to the governors in an anonymous format as part of the termly and annual reports.

The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive and harmonious ethos across the school community. This policy is available to school personnel and may be found in T/Shared Folder/Policy Documents. The policy is also published on the school website where it is accessible to parents and pupils.

Appendix 1

Practical tips for building a positive school culture and climate
The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phones and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/outdoor supervision.
- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school.
  o Hot spots tend to be in the playground, outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
  o Hot times again tend to be times when there is less structured supervision such as when pupils are in the playground or moving classrooms.
- Support the establishment and work of the pupils School Council.

Charter of Values
- We treat others as we would like to be treated
- We forgive
- We are always honest, truthful and fair
- We listen to each other
- We are kind and helpful
- We do our best to be our best self

Appendix 2
Template for recording bullying behaviour

1.   Name of pupil being bullied and form group

Name_____ _____Form_____ _

2.   Name and class of pupils engaged in bullying behaviour

Name	Form group

3.   Source of bullying concern/report *(tick relevant boxes)*

Pupil Concerned		Other pupil	
Parent		Teacher	
Other			

4.   Location of incidents (tick relevant box(es)

Playground		Classroom	
Corridor		Toilets	
Changing rooms		Other	

5.   Name of person(s) who reported the bullying concern

_____ _____

6.   Type of bullying behaviour *(tick relevant boxes)*

Physical aggression		Cyber-bullying	
Damage to property		Intimidation	
Isolation/exclusion		Malicious gossip	
Name calling		Other (specify)	

7.   Where behaviour is regarded as identity-based bullying, indicate the relevant category.

Homophobic	Disability/SEN Related	Racist	Member of Traveller Community	Other (specify

8.   Brief description of bullying behaviour and its impact

_____ _____

_____ _____

9.   Details of actions taken

_____ _____ _____

_____ _____

Signed by teacher_____Date_____ _

Seen by Headmaster/Assistant Head (Pastoral), Head of Lower School initials and date _____

Appendix 3
Checklist for annual review of the anti-bullying policy and its implementation

The school must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

	Yes/No
Has the school formally adopted an anti-bullying policy that fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post Primary Schools*?	
Has the school published the policy on the school website?	
Has the school ensured that the policy has been made available to school staff (including new staff)?	
Is the school satisfied that staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the school ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the school satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board of Governors received and minuted the periodic summary reports of the Headmaster?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Headmaster's periodic report to the Board?	
Has any parent withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Headmaster (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

Signed_____Date_____
Chair of Governors

Signed_____Date_____
Headmaster

Notification regarding the Board of Governor's annual review of the anti-bullying policy

To_____

The Board of Governors of Reigate Grammar School wishes to inform you that:

- The Board of Governors annual review of the school's anti-bullying policy and its implementation was completed at the Board meeting of

_____ _____(date)

- This review was conducted in accordance with the checklist set out in Appendix 3 of the Department's *Anti-Bullying Procedures for Primary and Post-Primary Schools.*

Signed_____Date_____
Chair of Governors

Signed_____Date_____
Headmaster

REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

CHILD FRIENDLY ANTI-BULLYING POLICY
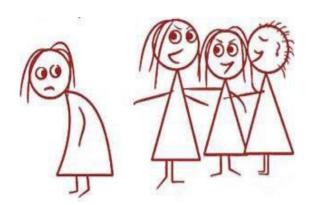
What is Bullying?

Several
Times
On
Purpose

This could be name calling, physical hurting or threatening to hurt someone, spreading unpleasant stories about someone, isolating someone.

Cyber Bullying is:
Saying unkind things by text, e-mail, facebook, Instagram, snapchat and facetime.

Bullying is not

A one off fight, an argument with a friend, a spur of the moment threat or an unkind comment.

✓ **DO**
- Tell someone - either a teacher, Mrs Gower, Mrs Selkirk, a trusted adult or a friend
- Try and tell the bully to stop
- Use your Bubble

✗ **Don't**
- Copy the behaviour of the bully
- Do it back to them
- Join in with bullying behaviour

What will the school do?

✓ **The class teacher will investigate and speak to everyone involved, including parents.**

✓ **The class teacher will ask Mrs Gower or Mrs Selkirk to investigate if it happens again.**

STOP BULLYING NOW
STAND UP • SPEAK OUT

REIGATE ST MARY'S PREPARATORY AND CHOIR SCHOOL
Process for reporting/dealing with incidents of any form of potential bullying

The process will be driven by the appropriate Senior Leadership Team member

Members of staff reporting
Try to get the facts straight. Initial discussions should be held with alleged perpetrators, witnesses and victims. Document giving details of concerns and alert from teacher.
Information circulated to form teacher and the appropriate member of the pastoral team and the Head of Lower School and Assistants Heads.
There should be clear indication that incident could be potential bullying.

Appropriate member of Pastoral Team
Investigate further by meeting with the alleged victims, witnesses and the perpetrator to establish situation/issues.

YES
Alert Headmaster/Head of Lower School.
Agree plan of action with Headmaster/Head of Lower School (see below). Complete log.

Bullying

NO
Alert all relevant staff to issues and actions. Ensure pastoral care and support in place.
Communicate/discuss with parents if necessary.
Monitor/take action until satisfied that matters are closed. Ensure documentation complete and filed.

Plan of action
Headmaster/Head of Lower School to speak to those involved – another member of staff to take notes. Any child waiting outside should be chaperoned by an adult. Headmaster/Head of Lower School should contact parents and invite for discussion. Meetings/phone calls should be recorded and filed with incident records. Pastoral support put in place for victims.

NO
Monitoring put in place. Pastoral support and sanctions (if necessary) put in place for perpetrator. Parents contacted and invited for discussion (if appropriate). All relevant staff made aware of monitoring arrangements and support/sanctions (if applicable). Update log. Ensure documentation complete and filed.

YES
Sanctions agreed for perpetrator and communicated/discussed with parents. All relevant staff made aware of actions/support/sanctions. Update pastoral bullying log. Ensure documentation complete and filed.