



Singleton Church of England Primary School

Anti-Bullying Policy



“Passion for learningPassion for life”

Vision

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love , trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

School lead for this policy:	Amanda Clayton
Committee with oversight for this policy -	Governance Committee
Policy to be approved by the Governance Committee	Autumn 2023
Policy / Document due for review	September 2026
Ratified at the Governance Meeting	
Chair:	Alec Davies

Introduction

At Singleton Primary School we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand the community they serve and to respond to identified concerns, we adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if they do arise, are dealt with promptly and effectively. At Singleton School we really value the input and views of our pupils, we have created a child friendly version of this policy for our Junior Leadership Team. Pupils are regularly surveyed for their views towards bullying.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Singleton School recognises as stated in the Department for Education Advice on Preventing and Tackling Bullying 2017 that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, Singleton School can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential and as a Christian School this is paramount.

School Anti Bullying Aims

- As a Christian school there is a family environment in our school with high expectations of behaviour within a framework of love, reconciliation and forgiveness. We recognise that all children are at different stages in their faith journey, as such requiring support appropriate to their individual needs.
- Within our school, a shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children. We encourage good behaviour by showing courtesy, good manners, consideration for the needs of others and respect for the ethos of the school.
- We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well. Recognising that parents are also prime educators, we encourage a close partnership between home and school.
- Our school is a place where learning and personal development take place in a climate of trust and confidence, such that children feel secure. We encourage a love of learning, an ability to question and think rationally, to show initiative and apply themselves to all tasks conscientiously. They are encouraged to talk and are listened to.
- We deliver a broad and balanced curriculum and, with opportunities for PSHE / British Values to equip children with knowledge, skills and vocabulary that they need to develop self-control and respect for others. In doing this, we promote a respect and

understanding for the cultural, and religious principles of others, particularly those within our own community.

- We promote equality whereby we recognize and respect difference
- All staff and volunteers working in school acknowledge their responsibility to act as role models of acceptable behaviour.
- A climate of trust, openness and communication exists between home, school and the wider community. To enable this we work in partnership with the local community and industry to deepen our understanding of the wider world.
- We enable each child to progress towards the realisation of his/her full potential, regardless of age, cultural background, disability, gender, race or religious beliefs. Our performance is continually monitored to raise standards even higher.
- We apply sanctions that are appropriate and consistent, with a clear progression of severity.
- We monitor inappropriate behaviour, as this may indicate emotional and behavioural special needs where a child requires special support to be included in school life. Our Learning Mentor plays a significant role within this area.
- We openly discuss differences between people that would motivate bullying such as religion, ethnicity, disability, gender etc.
- We make it easy for pupils to report bullying, children are aware that they can always speak with an adult if they feel they need additional support to manage a situation.
- We encourage pupils to treat one another and the school staff with respect.
- We ensure that all pupils understand the schools approach and are clear in the part they play to prevent bullying, including when they find themselves as bystanders.
- We foster a culture of anti-bullying that extends beyond the classroom.

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead (DSL) in our school is:

- **Mrs Amanda Clayton.**

The Deputy Designated Safeguarding Leads:

- **Mrs Leonie Millward (SENCO)**
- **Miss Susan Manns (Learning Mentor)**
- **Mrs Kate James (On line Safety)**

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

The Anti-Bullying Lead in our school is:

- **Miss Susan Manns (Learning Mentor)**

The responsibilities of the Anti-Bullying Lead are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- 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 (Behaviour) is:

- **Mr Alec Davies (Chair of Governors)**

Employer's duties

- Employers are responsible under the Health and Safety at Work, etc Act 1974 for the health and safety of non-employees, such as pupils, who are at the workplace. They are required to do all that is reasonably practicable to protect their health and safety.
- Employers also have a common law duty of care to pupils in school. They are required to take reasonable care.
- The statutory and common law duties are discharged if reasonable precautions are taken to prevent bullying in schools and there are procedures in place to record any incidents that do take place and procedures to take appropriate action to stop further incidents.
- Employers should give employees who are responsible for implementing a school's anti-bullying procedures whatever information and training is necessary.

Legislation

The Education and Inspections Act 2006 states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Education and Inspections Act 2006

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

The Equality Act 2010 provides for a Public Sector Equality Duty which requires public bodies, including schools, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity
- Foster good relationships between people.

The measures taken by schools with regard to behaviour and bullying prevention **MUST** be communicated to all staff, parents and pupils.

The Children Act 1989 - Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under The Children Act 1989.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Further guidance where bullying has had a severe impact on a child:

- No Health Without Mental Health: Implementation Framework (2012)

What is bullying?

Bullying is deliberately hurtful behaviour repeated over a period of time. Ofsted defines bullying as aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. It is difficult for victims to defend themselves against it.

A useful definition of bullying is: 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.

<http://www.antibullyingalliance.org.uk/about-us.aspx>

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

1. **Friendly Banter**- There's no intention to hurt and everyone knows its limits
2. **Ignorant Banter**- crosses the line with no intention to hurt, will often say sorry.
3. **Malicious Banter**- Done to humiliate a person-often in public

Child on Child Abuse

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:
- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behavior can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

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'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief

- sex /gender
- sexual orientation

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature.

We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime. The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden;
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

School staff members have the power to discipline pupils for misbehaving outside the school premises.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

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Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Symptoms of bullying

Early signs that a child is being bullied could be:

- The child becoming withdrawn
- A deterioration in the child's work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- General unhappiness or anxiety
- The child wanting to remain with adults

Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation. Victims can become depressed and this can continue into their adult lives. They can want to take their own lives.

Behaviour Policy

It outlines:

- What is acceptable behaviour
- The range of disciplinary sanctions
- A system of rewards for good behaviour

Curricular approaches to bullying

In dealing with bullying we aim to:

- Raise awareness about bullying and the school's anti-bullying policy
- Increase understanding for victims
- Teach pupils about their relationships with others through the curriculum

Strategies to combat bullying

We aim to include the following in our teaching:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- Assertiveness training groups
- Buddy initiative

Befriending

Befriending involves assigning selected pupil volunteers to be with and befriend pupils who are being bullied or having difficulties because they are new to the school or upset by an event outside school, e.g. a family bereavement.

The objective is to give the befriended pupil someone to talk to and to help them feel more positive about themselves.

Circle of Friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups

The support group for a bullied pupil includes those involved in the bullying. The aim is to get the bully to identify with the victim and then to help resolve the problem

Mediation by adults

Members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying to help them co-exist in school.

Assertiveness training groups

From time to time we will involve more focused Behaviour Support with Assertiveness Training for Groups. This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name calling
- Staying calm in difficult situations
- Escaping safely from physical restraint
- Getting help from onlookers
- Boosting self esteem

Buddy Initiative

From the moment our children arrive in Foundation they are assigned a Year 5 Buddy to help them make meaningful relationships, understand friendships and display appropriate behaviour which is both caring and kind.

The objective is to help our youngest children to settle into school life, make positive relationships and display suitable behaviour. This early intervention helps prevent instances of bullying by ensuring children have good role models and understand the ethos and expectations of our Christian School.

Further Strategies for preventing bullying

Singleton Primary School have also established the following strategies to promote positive behaviour and consequently discourage bullying behaviour.

1. Curriculum/Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core Christian values
- PSHE/Citizenship lessons and cross curriculum themes including work on challenging prejudice- related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g. pupil surveys)
- School Council
- Playground Buddying
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

2. Reactive programmes for vulnerable groups or groups involved in bullying.

3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

4. Support for parents/carers

- Information available on parents' evenings
- Information sessions i.e. e-safety

5. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour.

The **Prevent Duty From 1 July 2015** all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan / risk assessment is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a

safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Formal Action

If pupils do not respond to preventative strategies to combat bullying, we will take formal action to stop bullying behaviour. These sanctions are in line with the school's discipline policy.

Sanctions will include:

- Removal from the group
- Withdrawal of break or lunchtime privileges
- Banning the pupil from a school trip or sports event if these are not an essential part of the curriculum
- Parental Involvement
- Fixed period exclusion

In the case of persistent and violent bullying we will normally permanently exclude a pupil.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

As mentioned in DfE Preventing and Tackling Bullying (2017)- Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

We ensure that low level incidents are managed effectively and that children are given the skills to resolve conflict themselves where appropriate. The school learning mentor oversees all behaviour within school and will intervene with different strategies for children as and when needed. This supports the appropriate management of low-level incidents to avoid escalation.

Recording bullying and evaluating the policy

Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident and this will be stored on CPOMs.

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Report incident to class teacher as soon as possible

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be stored in accordance with General Data Protection Regulations.

The policy will be reviewed and updated every two years.

Advice to bullied pupils

We will tell our children not to suffer in silence. This will be reinforced through general day-to-day teaching and specifically PSHE / Christian ethos.

During a bullying incident, pupils will be advised to:

- Try to stay calm and look as confident as they can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as they can
- Tell an adult what has happened straight away

After they have been bullied, pupils should:

- Tell a teacher or other adult at school
- Tell their family
- Take a friend with them if they are scared to tell an adult by themselves
- Not blame themselves for what has happened

When they talk to an adult about the bullying, pupils should be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Where it happened
- Who saw what happened
- What they have done about it already

The role of parents

Bullying is everyone's problem. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier place for everyone. We ensure that parents are clear that the school doesn't tolerate bullying and are made aware of the procedures to follow if they believe that their child is being bullied.

When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

We will also contact the parents of the child being bullied, with explanations of the situation and what we are doing to resolve it.

From this sanctions and outline plans will be agreed.

We will follow up the bullying child's behaviour and further bullying will result in exclusion.

We will ask parents to contact the school if they suspect their child is being bullied.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Make a note of what the child says

- Explain that the child should report any further incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's teacher as soon as possible

FORM 1**Initial investigation into hurtful incident or allegation of bullying****Completed by name and role:****Date:****Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:****Form of referral e.g. verbal report, letter, e-mail, phone call:****Details gathered to date:****Action taken to date:****Date:****Signed:**

Focus of Bullying/Harassment

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)
- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Bullying Report and Monitoring Form

Form 2

For each incident please complete one form and return to the designated teacher (Katie Ashworth) for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:
- adults as targets or perpetrators (A)
 - perpetrators from outside the school community (O)
 - children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident.
N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up.

Form 3a: Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action details

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

***N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN. new draft SEN code of practice**

Form 3b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online: