



Chapelford Village Primary School

Anti-Bullying Policy

This policy has been developed in line with Legal Requirements and
Statutory Guidance

*Learn
Achieve
Respect*

Chapelford Village Primary School
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Warrington
WA5 3AL

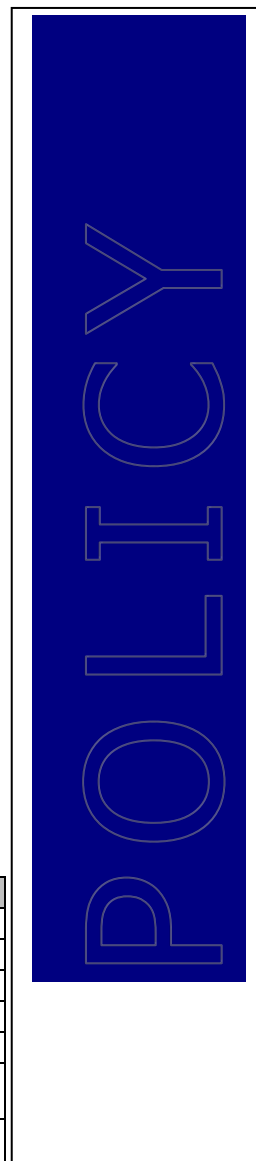
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DOCUMENT STATUS

Version	Date	Action
1	September 2012	New Policy
2	Autumn 2015	Updated Policy
2	Summer 2018	Reviewed policy
2	Summer 2019	Consultation with pupils and parents
2	Autumn 2019	Adopted by Governing Body
Status		Statutory
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Date of Review		Summer 2019
Designated Safeguarding Lead		Joanne Hewson
Deputy Designated Safeguarding Lead		Laura Tottie, Lisa McDavid, Emma Hackney, Clare Earps, Helen Buckley & Cath Ogden
Designated Safeguarding Governor		Anne-Marie Worrall
Policy Writer		Senior Leadership Team

This policy is linked to the policies below:

Behaviour Policy
E-Safety Policy
Safeguarding Policy
Equality Policy
SMSC/Value Policy



Rationale

The aim of this anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. As a school endeavoring to foster values, a focus on the quality of relationships is at the heart of the school's ethos of Learn, Achieve and Respect. Chapelford Village Primary School therefore, has a zero tolerance attitude to genuine bullying incidents. We acknowledge at all times that it is behavior of the perpetrator that is unwanted and never the child that meets with our disapproval. All incidents will be dealt with on an individual needs basis.

The school has a legal duty of care towards pupils and must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. These measures must be published in writing to all parents, pupils and staff at least once per year.

In Autumn term 2018 the children across the school. As part of Anti Bullying Week developed a Chapelford Village Primary School Pledge. This was promoted and shared throughout the school and local community.

Chapelford Village Primary School Bullying Pledge



At Chapelford Village Primary we believe that everybody has the right to live in a community where they feel safe, included, valued and accepted regardless of their differences. We have a zero tolerance policy for bullying. We don't suffer in silence we always tell somebody.

We are kind to everyone and we respect and love each other's differences. We appreciate diversity. We stand up against bullying wherever and whenever we see it. Hate crime isn't accepted and we understand the importance of tackling this within our community.

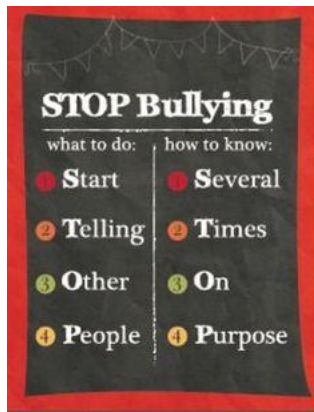
November 2018

Aims

Chapelford Village Primary School aims to address and challenge all types of bullying behavior in all forms and to encourage respectful behavior at all times.

We aim for all of the staff employed at Chapelford Village Primary School to recognize and respond to Bullying whenever it is encountered. As a school we show zero tolerance to Bullying when it is identified always taking into full account the varying needs of pupils across the school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school using the acronym **STOP - Start Telling Other People**. This means that anyone who knows that bullying is happening is expected to tell the staff.



- Co-operation and care for others is fostered; and the school aims to provide a caring, friendly and safe environment in which all pupils and staff can thrive.
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practising zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

A child friendly version of this policy is shared with all children and is available in school. It is provided as an appendix to this policy.

The Objectives of this Policy

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

In gaining an understanding of bullying staff attention is drawn to the following information:

Bullying behaviour is often very subtle and when a group of pupils have established a bullying relationship with another pupil or group of pupils, they may only have to look threateningly to reinforce their fearfulness.

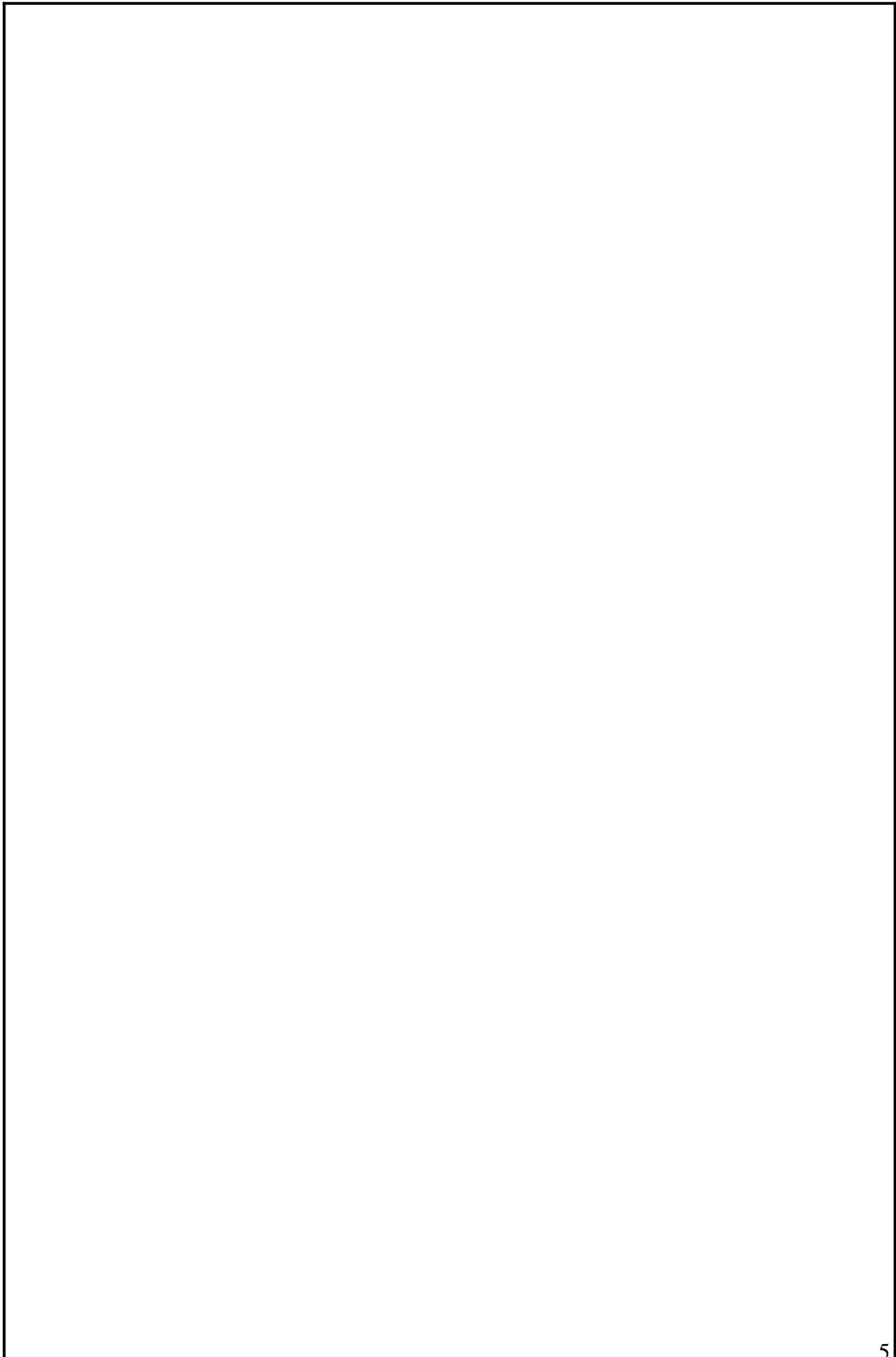
Research, shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary1- schools, three-quarters of all pupils who are bullied are bullied

during break or lunchtimes. The small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

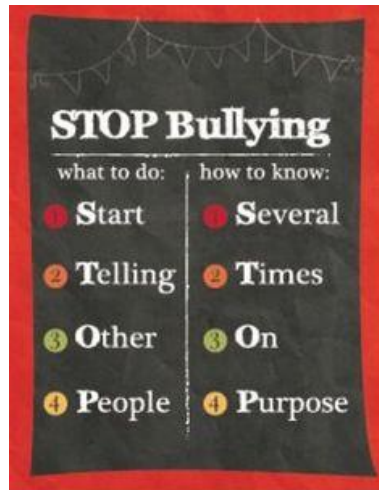
Children with special educational needs are much more likely to be bullied than are other pupils. This is especially so for pupils with moderate or mild learning difficulties.

It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.



Definition

There is no legal definition of bullying. However, Bullying is defined at Chapelford Village Primary School as premeditated, deliberately hurtful behaviour, repeated over a period of time, (STOP - Several Times On Purpose) where it is difficult for those being bullied to defend themselves. Bullying results in pain and distress to the victim and, if not recognised or resolved, can lead to abuse.



Bullying can be one or more of the following:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Transphobic	Bullying on the basis of gender identity. This includes failing to accept that a child identified with another gender other than the one they were assigned at birth. This may include

	abusive comments, name calling, physical abuse or exclusion from activities or areas of the school.
Homophobic	Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology e;g Gay
Biphobic	Bullying on the basis of perceived sexual orientation. This includes insisting

Bullying is when these behaviours above are repeatedly inflicted upon a child.

We use the acronym **STOP (Several Times On Purpose)** to help identify bullying behaviour.

Bullying is harmful for all involved: not just the person being bullied but also for those that stand by. It can lead to a lack of self-esteem, depression, anxiety and physical harm.

Why is it Important to Respond to Bullying?

Bullying can seriously disrupt an individual's personal, social and educational progress and achievement. Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health; therefore, schools and parents have a responsibility to respond promptly and effectively to issues of bullying. Children should also be encouraged to report incidents of bullying.

Particularly vulnerable to bullying are those who have physical or learning disabilities, young people who experience abuse or neglect, gay and lesbian young people, children / young people from minority ethnic communities and Looked After Children. Others perceived to be different may also be picked on for instance, in terms of their size or shape or because they wear glasses. Some children are bullied for no apparent reason and may be bullied by former friends. Sometimes the pupil who bullies at school may be bullied in another context (Ref: Disability Discrimination Act 2005).

More Guidance on Bullying can be found in **Appendix 1**

The Effects of Bullying

Staff should carefully monitor the symptoms of bullying outlined below. If they think behaviour is related in any way to bullying discuss the issue with a member of the Senior Management Team.

Staff must be aware that if bullying is left unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal; this must not be allowed to happen at Chapelford Village Primary School.

Bullying can affect pupils in a number of ways:

They may complain that their possessions are being stolen. When pupils are bullied their lives are made miserable. They may suffer injury; they may be unhappy about coming to school. Over time they may lose self-confidence and self-esteem, they may blame themselves for inviting bullying behaviour. Bullying can affect the pupil's concentration and learning. Some pupils experience stress-related illness; stomach aches, headaches, nightmares or anxiety attacks.

There are a variety of different theories on how we should tackle reported incidents of bullying. The particular ones we have chosen are a combination of circle time, peer group programmes and 'telling schools'.

Action to Prevent and Deal with Incidents of Bullying

We hope to prevent incidents of bullying by educating children about the issues surrounding bullying. We aim to do this through the PHSCE curriculum, anti-bullying assemblies, National anti-bullying theme week, bullying surveys, a child friendly version of the anti-bullying policy (see appendix 2) and through the development of the Kidsafe curriculum, Stonewall and Toot Toot.

Staff should always listen to children and act upon any statements or complaints they make

We encourage children to report incidents either to their teachers or other support staff. Every reported incident will be treated seriously and investigated accordingly. We also encourage the children to tell their parents who in turn can tell us about it.

Prevention

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils i.e. Social and Emotional Aspects of Learning (SEAL) programme, PSHE lessons and Circle Time; RE topics; Behaviour Policy; Values Curriculum, Stonewall, Kidsafe Curriculum and Toot Toot - Make a Noise
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained - School Safety Officer
- Rigorous monitoring and tracking of behaviour/ conflict/ bullying incidents - Behavior Logs and Cpoms
- Regular staff training
- Involvement of all school staff to ensure a consistent approach is in evidence;
- An open door policy in the school;
- Encouraging pupils and parents to report bullying;
- Raising awareness of bullying through anti-bullying weeks and PSHE lessons and assemblies;

- Establishment of peer support systems

Procedures

It is recognised that incidents of bullying occur in all schools. Therefore, at Chapelford Village Primary School, it is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies with the class teacher.

The class teacher is responsible for recording and tracking all incidents relating to negative behaviours among the children in their care, for taking appropriate action to address issues and ensuring that concerns regarding persistent and ongoing behaviours are reported to the Deputy Headteacher or Headteacher.

All other staff, who become aware of or deal with issues have a responsibility to report incidents to the class teacher of the child(ren) concerned.

The headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school and will support staff with issues that are prolonged or have become difficult to manage.

The Governors are responsible for ensuring that the Anti-bullying policy is reviewed annually and that the duties entailed are discharged effectively.

The Multi Academy Trust monitor bullying incidents in schools and the school has a duty to report termly on incidents that have occurred in school **Appendix 6**.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has responsibility for the age group of the child. This will be reported to the DHT or HT.
- Staff member investigates alleged bullying by consulting the victim(s). **Appendix 2** provides a checklist for investigating an incident.
- Staff member will report incident and how it has been dealt with to the class teacher concerned.
- MDAs to report to staff at the end of lunch using log book or verbal reporting as appropriate.
- The member of staff and the class teacher should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated and reported to the DHT or Headteacher.
- If the incident is deemed to be bullying, the class teacher will speak to the pupils involved, including witnesses and bystanders, and proceed accordingly. **Appendix 3** should be used for recording the details of the incident.
- The DHT for the phase will be informed and the headteacher will be informed by the DHT. Such incidents and actions should be raised by the class teacher at the next staff meeting under 'Individual Pupil Concerns'.
- If the incident is deemed to be bullying, communication with parents is required or if it is a parent raising a concern about bullying the form in **Appendix 4** should be used to record the details of the communication.

- Class teachers should record each incident on the monitoring log found in **Appendix 5**. This serves to provide an overview of incidents, types and frequency of bullying incidents for the purposes of internal monitoring and reporting to the Local Authority.
- It may be decided that parents should be informed immediately and this will be done by the DHT for the phase or headteacher. A written copy, of events will be kept and this will be updated until the situation has been resolved.
- Parents will be informed that their child has been subject to bullying, parents of the perpetrator(s) will also be contacted via telephone or letter and asked to meet with the DHT initially and then the headteacher if necessary to discuss the incident.
- Sanctions will be used as appropriate, in consultation with all parties concerned and in accordance with the school's discipline/behaviour policy.

Support

Giving children and young people the confidence to tell.

It is assumed that parents, who choose to send their child to Chapelford Village Primary School, will support and co-operate fully with staff in maintaining high standards of work and behaviour. We actively discourage parents from dealing with reported incidents of bullying themselves

It is imperative that children and young people have the confidence to tell adults about bullying behaviours they witness or experience, if bullying in our school is to be eradicated. Very early on, even in Pre-school, children can learn that telling an adult that they are being teased / bullied may rebound on them and this may lead them to feel vulnerable.

All staff should encourage young people to report bullying cases and should be mindful that the rates of telling will not increase unless the children believe that they will be supported.

Establishing that trust can be made easier by:

- listening to young people
- consulting with young people
- publicising procedures for dealing with bullying
- responding to all incidents of bullying in a consistent manner
- research also shows that young people who feel they could exercise some control over their situation felt more competent and effective.

Support for the Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects.

After a period of time, staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil

- Give assurance that you are taking this seriously
- Remaining empathic and show your trust
- Offering continuous support through the allocation of a learning mentor
- Restoring self-esteem and confidence
- Help the young person plan a response that is positive and realistic
- Developing a child's ability to be assertive and take control of situations where they feel vulnerable
- Signpost the person to other sources of help or guidance
- Should anyone talk about or threaten suicide or running away, alert the headteacher as professional help may need to be sought.

The school has dedicated staff who act as mentors for more vulnerable pupils across the school. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s)

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that often young people who bully need help and support and that we have a duty to ensure that they receive it. Understanding why they have engaged in bullying behaviour and knowing how to respond differently, in similar situations, will reduce the risk of repeated behaviour.

Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Establishing the support of parents/ guardians in actions taken to address issues and effect modifications in behaviour
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Restorative justice
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Management Specialists

Peer support schemes

Establishing peer support provides a safe opportunity for young people to share concerns and explore their own solutions to a range of difficulties. In order to be effective, there must be adult involvement.

At Chapelford Village we use:

- Peer education - sharing knowledge and skills in a formal setting e.g. during Circle Time and PSHE lessons; Stonewall: Toot Toot and Kidsafe
- Peer mentoring - a supportive, organised relationship between children or young people e.g. Playground
- Learning mentors - adult support for all parties to assure and address any concerns
- Planned restorative justice that is facilitated by a staff member in agreement with all parties

Additional Staff Responsibilities

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies on bullying and racism.

Key staff will be offered training on tackling bullying throughout the year or through professional development courses. In-house training on tackling bullying and school policy will be given as part of the induction process for new staff.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. Review will be reported to the designated Governor for Safeguarding. The revised policy will be promoted and implemented throughout the school.

Appendix 1:

Bullying: Signs and Symptoms

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm, suicide or runs away
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home very hungry (money/ lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- becomes unreasonable when dealing with school issues
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

Transition can precipitate problems which, without early intervention, can lead to disaffection or vulnerability. For example, transition between:

- home and Early Years
- Early Years and infants
- infant and junior school
- primary and secondary school
- home and school after a long absence, for example, due to illness or living abroad

- returning to school after a period of exclusion
- those entering school outside the normal year of entry, especially those who have attended a large number of schools or who may not yet be able to speak English, may also experience heightened levels of bullying.

Reasons why children and young people don't report bullying

- They believe parents, teachers or leaders cannot do anything about it
- They believe parents don't understand about school life
- Peers expect you to stand up for yourself and to be able to cope
- Telling adults only makes it harder
- You feel ashamed of being unpopular
- You feel you must deserve it
- You are too frightened to tell
- You just have to put up with it, it's part of life

Factors which may encourage children to bully

Bullying behaviour amongst children and young people can be a result of individual characteristics, home experiences and school life. Factors that may predispose young people to become bullies include:

- Home - little social status available - little verbal interaction, high physical / verbal aggressions
- Individual is charismatic and / or dominant within the peer group
- Limited interpersonal skills
- Likely to have been a victim of bullying in the past
- May have a high degree of stress in their own lives
- No effective 'Whole School' approach to self-review
- Other No clear rules / boundaries / interventions
- No school anti-bullying policy
- Models of teachers / other adults bullying - covert support for bullying
- Opportunities to bully - breaks, lunch, waiting for a teacher or supervisor, in a changing room
- Geography of the building - hidden corners, unsupervised areas
- Poor communication with parents

Factors which may make a child or young person more likely to be bullied include:

Home

- Possibly overprotective - not allowing independence - nonassertive models
- Lack of awareness about growing up
- Lack of "street cred" - appearance / social life that is 'different'
- Too frightened to tell, scared of repercussions / escalation
- Individual minor disabilities
- Clumsiness
- Physical features / colour of skin / colour of hair / dress /

- speech / height / weight
- Unassertiveness
- Sensitivity - highly sensitive or apparently insensitive
- Few friends, difficulty in forming relationships
- Low self-esteem - few attributes esteemed by peer group

School

- No acknowledgement of difficulty
- Other e.g. little or no security
- Establishment - No effective policy in place, weak pastoral system, nature of school or other culture within school
- No or poor communication with parents

Other

- Anything that marks a child out as being different e.g. religious conviction, culture

The behaviour of bystanders

Young people may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children and young people may also be apprehensive that they will not receive the support of peers and teachers. Schools and other settings would benefit by making explicit the vital role of bystanders in helping to eliminate bullying.

Appendix 2: Checklist for investigating an incident

This guidance can be used by e.g. MDAs and support staff when investigating an incident prior to reporting to class teachers. It details the information you would need to ascertain in order to be able to feedback to class teachers effectively.

Speak to individuals involved separately, in the first instance. You may feel that a conference approach between children is required at a later stage.

Talk slowly and don't insist on information; show concern; start a general conversation and be prepared for expressions of guilt, shame, anger, fear and other emotions and encourage the person to explore their feelings. Be aware of any hints or red herrings.

- Who was involved - is there or are there apparent victims?
- If so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

Appendix 3: Anti-Bullying - Incident Record Form

Date:	Time:
Location of Incident:	Member of staff dealing with incident:
Perpetrator(s):	Victim(s):
Witnesses:	
Details of incident (<i>Record - how did it start? What happened from the perspective of all those involve?</i>)	
Impact on victim(s):	

Response of victim(s):	
Is there any background to the incident (provide details):	
Is there any other reason for considering this a bullying incident?	
What does/do the victim(s) wish to see resulting from the investigation?	
Reported to:	Time and date it was reported:
In the event that the incident has been reported to parents, please detail their response and the advice you have given them.	

Signature of person completing the record: _____

Name (printed): _____

Date: _____

Please refer to the school's Anti Bullying Policy for further guidance.

Appendix 4: Anti Bullying Policy

Record of meetings/ conversations with parents

Date:	Time:
Meeting/ Telephone	Member of staff dealing with concern.
Parent (s)	Victim (s)
Perpetrator (s)	
Witnesses/ other children involved:	
Details of the concern raised:	

School Response/ Actions

Outcome/ Follow-up

Signed: _____

Member of staff dealing with concern

Date: _____

Signed: _____

Headteacher

Date: _____

Appendix 5: Anti-bullying Incident Log (to be used to provide overview of individual incidents)

<p>Incident Codes: E: Emotional (Unfriendly, excluding, tormenting, threatening), P: Physical (pushing, kicking, hitting, punching, or any use of violence) C: Cyber Bullying (Internet, email, camera, and video text messaging and calls) S: Sexual (Unwanted physical contact, sexually abusive comments V: Verbal (Name calling, teasing, sarcasm, spreading rumours) Ex: Extortion (Demanding money/goods etc. with threats) R: Racist (Racial taunts, graffiti, gestures) H: Homophobic (Because of/focusing on sexual orientation)</p>		
<p>Location: F: School field P: Playground C: Classroom H: Hall To: Toilets OA: EYFS play area O: Other (give details)</p>		
<p>Academic Year: _____</p>	<p>Class: _____</p>	<p>Class Teacher: _____</p>

Date	Time	Victims Initials	Initials of others involved	Incident Type Code	Location Code	Parents informed	Further Details/Comments

Appendix 6

Prejudice-Related Bullying Incident Recording Form

Section one: your details

Name:	Date:
Job Title:	Time:

Section two: victim's details

Name:

Class:

Male	Female			
Pupil	Year Group	Staff	Visitor	Parent
Ethnic Minority	Looked After Child			
Refugee/asylum seeker	Learning difficulty and/or disability			
Gypsy, Roma or Traveller	Disability			
Ethnic background				
Asian or Asian British		Black or Black British		
Indian	Caribbean			
Pakistani	African			
Bangladeshi	Any other Black background			
Any other Asian background				
Mixed				
White				
British	White and Black Caribbean			
Irish	White and Black African			
Traveller	White and Asian			
Gypsy/Roma	Any other mixed background			
Any other White background				
Chinese				
Any other ethnic background				
Religion				
None	Hindu	Jewish		
Christian	Muslim	Other		
Buddhist	Sikh			

Is this a repeat incident on the part of the perpetrator?	Yes	No
Is this a repeat incident involving this victim?	Yes	No
Language if not English		

Section three: incident details

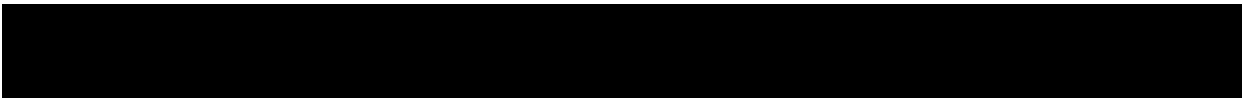
- The offence is judged to be
- 1 one off
 - 2 repeated incident
 - 3 serious excludable offence (often fixed term)
 - 4 very severe excludable offence (fixed term or permanent)

Date and time of incident
Location
Witnessed by
Reported by
Reported to

Type of incident

Verbal abuse	Verbal abuse and threats	Physical assault	Cyber Bullying
gender	gender	gender	gender
race/ethnicity	race/ethnicity	race/ethnicity	race/ethnicity
sexual orientation	sexual orientation	sexual orientation	sexual orientation
Learning	Learning	Learning	Learning
difficulty/disability	difficulty/disability	difficulty/disability	difficulty/disability
Disability	Disability	Disability	Disability
religion/faith	religion/faith	religion/faith	religion/faith
GRT	GRT	GRT	GRT
Asylum	Asylum	Asylum	Asylum
seeker/refugee	seeker/refugee	seeker/refugee	seeker/refugee
Gender identity	Gender identity	Gender identity	Gender identity
Appearance	Appearance	Appearance	Appearance
other (specify)	other (specify)	other (specify)	other (specify)

Further details of the incident



Section four: alleged perpetrator's details

Name:

Class:

Male	Female			
Pupil	Year Group	Staff	Visitor	Parent
Ethnic Minority	Looked After Child			
Refugee/asylum seeker	Learning difficulty or disability			
Gypsy, Roma or Traveller	Disability			

Ethnic background

Asian or Asian British

Indian
Pakistani
Bangladeshi
Any other Asian background

White

British
Irish
Traveller
Gypsy/Roma
Any other White background

Chinese
Any other ethnic background

Religion/belief

Black or Black British

Caribbean
African
Any other Black background

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

None	Hindu	Jewish
Christian	Muslim	Other
Buddhist	Sikh	

Language if not English

How many Male Female

If more than one perpetrator please enter this information for all perpetrators separately

Section five: action taken

Investigation revealed that the incident was not prejudice-related

Perpetrator exonerated, no further action

Perpetrator reported to Headteacher or other senior manager

School anti-bullying policy explained to perpetrator

Parents/carers informed

Fixed term/permanent exclusion (delete as appropriate) of perpetrator(s)

Graffiti removed

Material confiscated and removed

External agencies involved (*please specify*)

Victim supported/counselled

Interventions in place to support perpetrator/s

Reported to Local Authority

Section six: further details

Further details you may wish to add (please continue on a separate sheet if necessary)

Appendix 7

Incident Reported

Head / Senior Management Informed

Investigation Conducted



No evidence to support accusation	Evidence supports accusation – bullying identified
Feedback to parents and child	Invite both sets of parents into school separately – minutes of meeting notes to be devised and shared with agreed outcomes.
Explain that monitoring will be put into place	Logging of incident and ongoing monitoring for perpetrator to undertaken in line with policy.
Inform staff members to be vigilant – record on CPOMS	Inform staff members to be vigilant – record on CPOMS
Appropriate support to be given: Buddy Support Time Out Pass Shared and recorded on meeting with parents note.	Appropriate support to be given for both perpetrator and victim: Buddy Support Time Out Pass Peer mentoring Restorative Justice External support if required – Maria Barni. Play Therapy/ Therapeutic Counseling Shared and recorded on meeting with parents note
Date set to further discuss with parents to ensure parent and child until the case is closed – to be updated on meeting with parent note form	Headteacher to ensure logged in termly HT report and reviewed at weekly SLT meetings Dates set with parents for weekly review for victim and perpetrator. If further incidents occur with the perpetrator matter to be supported by DHT and HT for further sanction consideration and additional support.