



Anti-Bullying Policy

School Mission Statement

"...if you have faith as small as a mustard seed...nothing will be impossible."

(Matthew: 17 v20)

VISION STATEMENT:

Our vision is to put *God and Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every 2 years	
Reviewed: 2020	Next review: 2022

Northbourne CEP School

Anti-Bullying Policy

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2018 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance. The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

Mission Statement

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Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this anti-bullying policy
- The anti-bullying policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The core beliefs of Northbourne CEP School are that:

- Behaviour can change and that every child can be successful.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.
- We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Encourage children to reflect on their behaviour and make amends.

1) Policy objectives:

This policy outlines what Northbourne CEP School will do to prevent and tackle all forms of bullying.

- The policy has been adopted with the involvement of the whole school community.
- Northbourne CEP School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour for Learning policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies
- Searching, screening and confiscation policy (contained within behaviour for learning policy)

3) Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5) Definition of bullying

Bullying is... Several Times On Purpose = STOP

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying is the repetitive intentionnel hurting of one person by another(s) where the relationship involves an imbalance of power.

*There are four widely acknowledged forms of bullying which can occur singly or in conjunction with each other, but always **repeatedly or in a sustained manner***

- Direct physical bullying (pushing, hitting, punching, kicking)
- Direct verbal bullying (*yelling abuse at another name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours*).

- Indirect bullying, also known as social or emotional bullying or relational bullying (spreading rumours, social exclusion,)
- Cyberbullying, these involve covert or indirect bullying using electronic media such as mobile phones and the internet (*sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos*).

This policy also accepts that

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying **is not:**

- Teasing and banter between friends without the intention to cause hurt;
- Falling out between friends after a quarrel or disagreement;
- Behaviour that all parties have consented to and enjoy (though watch this one as coercion can be subtle)
- Repetitive if separated with long periods of time when bullying behaviour has ceased

When we discuss bullying with pupils we use the following definition in our school.

Bullying is... Several Times On Purpose = STOP

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

- Northbourne CEP School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour for learning policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;

- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Exploring and recording allegations of bullying

When starting to explore an allegation of bullying/racism it is important to be consistent in the way information is collected and processed. The following six questions, asked in a sensitive way, may provide a useful framework.

- What happened
- Who was/is involved
- Where did it take place?
- When did/does it take place?
- Does the incident indicate that bullying/racism was taking place and, if not bullying/racism, what is the nature of the difficulty
- What is required to try to resolve the difficulty now and in the future) Assessing the nature of an incident

When trying to assess the nature of an incident and the type of responses needed, the following factors should be taken into account.

- *Has the pupil who is experiencing the distress been subjected to repeated incidents of unacceptable behaviour? If 'yes' over what time period has the behaviour been occurring?*
- *Is there evidence that the behaviour is planned/pre-meditated?*
- *How does the pupil seem to perceive him/herself in relation to those allegedly involved?*
- *How distressed is the pupil and what effect is the situation having on his/her self-esteem, feelings about school, motivation, relationships with peers, physical well-being etc.?*
- *Which pupils are involved in the alleged incident?*
- *What is the age of the pupil(s) concerned?*
- *What seemed to trigger the difficulty?*
- *Where did/do the alleged incidents take place?*
- *Is there background to the alleged incident(s)?*
- *When was the alleged incident first reported? Who reported it and to whom?*
- *Are there any witnesses and how do they perceive the alleged incident?*
- *What explanations do they give for the alleged difficulty?*

Procedures for dealing with incidents

The recording forms (appendices) are not intended for use in every incident. Rather, the professional judgement of the Headteacher must be used to decide the appropriate response to each incident.

However the best guide is the person who feels they are bullied. If he/she feels that an incident of bullying/racism has taken place, it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to his/her feelings of safety, self-esteem and value within the community.

If the investigation shows a need for disciplinary action to be taken against the person(s) displaying bullying behaviour, the following measures should be taken.

- Explain that the incident will be recorded.
- Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances.
- Explain to the person displaying bullying behaviour that his/her actions have an adverse effect on the person who feels they are bullied and help him/her to consider the consequences of what he/she has done.
- Involve other members of staff who work with the person displaying bullying behaviour and person who feels bullied.
- Contact parents/carers of person displaying bullying behaviour and person who feels bullied.
- Where appropriate discuss the issues with parents/cares and inform them of action taken. Wherever possible seek their support.

Incidents must be recorded on the forms when any of the following factors are present:

- Bullying, xenophobic, homophobic or racist behaviour
- Person displaying bullying behaviour has on one or more previous occasions been made aware of the unacceptable nature of their behaviour
- The behaviour is premeditated or calculated
- The safety of the person feeling bullied has been threatened there is a clear intent to bully or racially harass.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
 - Circle Time activities
 - Positive behaviour strategies
 - Mentoring' or 'buddying' system
 - Peer mediation
 - Setting up social skills groups
 - Class, group or individual discussion with staff about the effects of bullying, discrimination or racism
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour for learning policy; this may include official warnings, report card, pastoral support plan, removal of privileges (including online access when encountering cyberbullying concerns), internal exclusions and fixed-term or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

- Encourage the caring and nurturing side of children.
- Ensure adequate supervision in playground.
- Provide appropriate activities at play times.
- Use PSHE curriculum/Assemblies to explore bullying issues/friendships
- Reward pupils for being caring, helpful and kind.
- Stress that watching and doing nothing is supporting bullying.
- Be aware and tackle any racist or sexist
- Reward non-aggressive behaviour in school.
- Follow up, to support person feeling bullied and prevent re-occurrence.
- Make clear to parent unacceptability of bullying i.e. discourage "hit him back" attitude.
- Help children to see other point of view how would you feel if..... ?"
- Encourage children to support newcomers, loners or shy children.
- E-safety assemblies and lessons covering Cyber Bullying.
- Do not allow pupils access to their mobile devices in school.
- Monitor the use of the internet.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for Headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

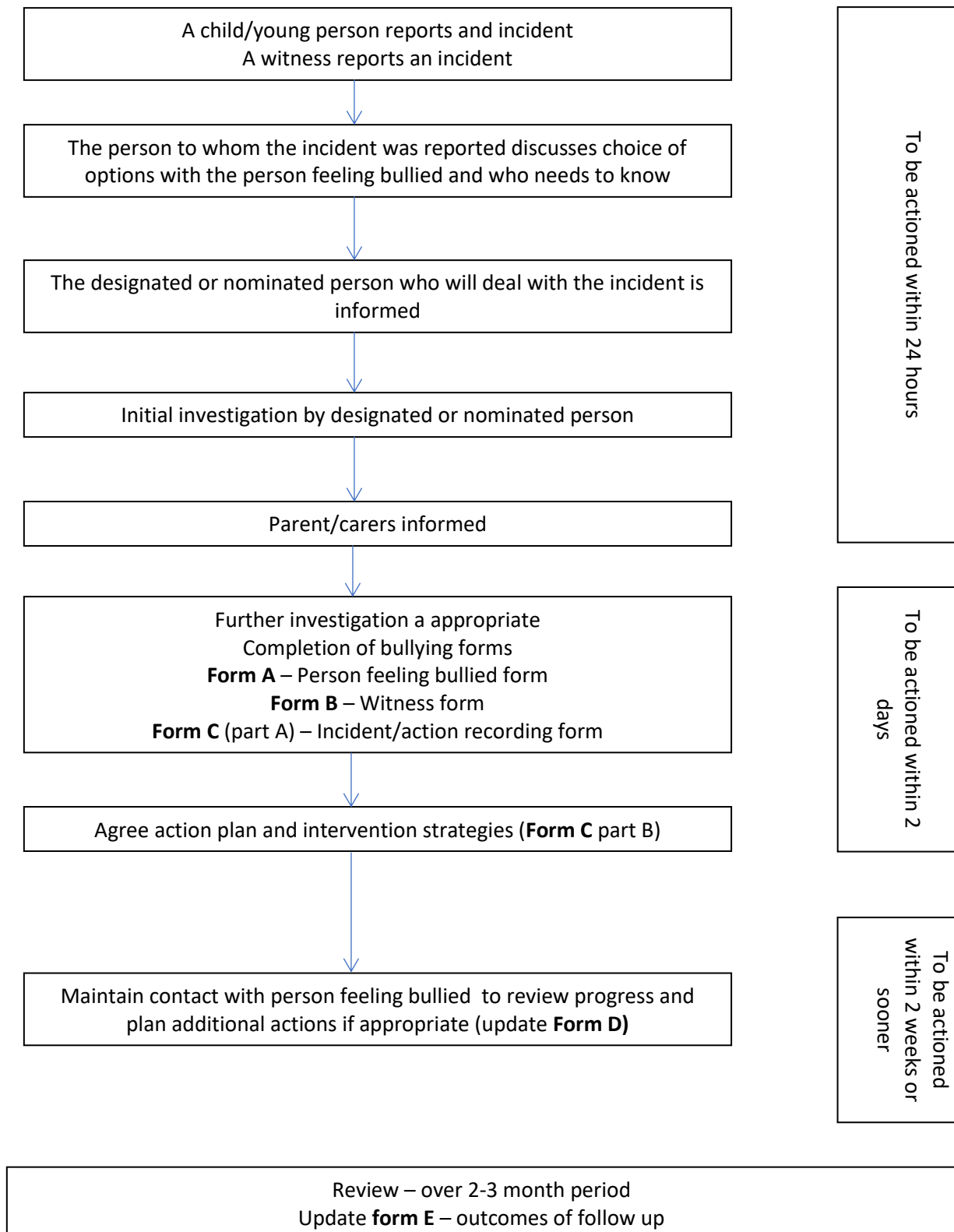
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Appendices/Forms

The following flow chart can be used alongside the forms contained in this section to ensure that all relevant details related to bullying incidences are adequately recorded and monitored.



FORM A – Person feeling bullied - Reporting Form

Child's Name	Class	Date
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Name of adult competing form with child

Please describe what happened? - *What you saw, heard and how it has made you feel.*

When did it happen? *Date and time*

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before? *(as much detail as possible)*

If it has/were the same people involved?

What do you want to happen now?

Is there someone in school that you feel comfortable to talk to and to be supported by?

FORM B – Witness Reporting Form

Child's Name	Class	Date
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Name of adult competing form with child

Please describe what happened? - *What you saw, heard and how it has made you feel.*

When did it happen? *Date and time*

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before? *(as much detail as possible)*

If it has/were the same people involved?

FORM C – Incident/Action recording form (Part A)

Location/event:

Date of incident:

Time of incident:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out	<input type="checkbox"/>	Possessions /kit taken or damaged	<input type="checkbox"/>
Physical /being hit or hurt	<input type="checkbox"/>	Forced into actions against will/hazing	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking, threatening)	<input type="checkbox"/>	Written	<input type="checkbox"/>
Cyber (On-line, social media, email, text, posting photos/videos)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

*Role: **V** (Victim) **P** (Perpetrator) **A** (Associate) **B** (Bystander)

Are there indications that the behaviour was related to any of the following:			
General appearance/body image	<input type="checkbox"/>	Race/ethnic origin	<input type="checkbox"/>
Disability/SEN	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>
Gender/Sexism/homophobia/transphobia	<input type="checkbox"/>	Home circumstances	<input type="checkbox"/>
Religion	<input type="checkbox"/>	Sports ability	<input type="checkbox"/>

Brief summary of the behaviour:

Timeline Log (dated)

Investigated incident	<input type="checkbox"/>	Interviewed witnesses	<input type="checkbox"/>
Contacted parents of person feeling bullied	<input type="checkbox"/>	Contacted parents of person displaying bullying behaviour	<input type="checkbox"/>
Other procedures?	<input type="checkbox"/>	Interviewed others involved	<input type="checkbox"/>

Outcome of Investigative procedures

FORM D – Incident/Action recording form (Part B)

Was the allegation of bullying, racism or homophobia substantiated?

YES

NO

If “YES” please continue with rest of form. If “No” sign bottom of form and complete review.

Details of support systems/actions agreed for person feeling bullied

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Details of Sanctions applied to person displaying bullying behaviour in line with behaviour and learning policy - Include any sanctions, exclusions, parental involvement, or involvement with external agencies.

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With each individual person involved in bullying behaviour (noted on page 1):

Name	Role	Actions

Please indicate if any follow up preventative work was done as a result of incident:

Whole school		Group work	
Whole year group		Individual	
Whole class		Review of policy	
Circle time		Other (specify)	

Form completed by: <i>(Name and position)</i>	Date:
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Please indicate when intend to review the effectiveness of action plan

<i>One week</i>		<i>One month</i>		<i>Two-three months</i>		<i>Six months</i>	
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FORM D – Review Form

Date:	
Name of child / class (person feeling bullied)	
Name of child / class (person displaying bullying behaviour)	
Date incident was reported	

How are things currently?

How is the targeted person feeling now?

What is the attitude of the person displaying bullying behaviour now?

**Did the action taken (for both person feeling bullied and person displaying bullying behaviour) help?
If so, in what ways?**

Any further actions required?

Form completed by: <i>(Name and position)</i>	Date:
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