# Highwood Primary School

Promoting Resilience – Achieving Potential

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# Anti-Bullying Policy

September 2021

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| **Approved by:** | School Development Committee | **Date:** | 17.11.21 |
| **Last reviewed on:** | September 2021 | | |
| **Next review due by:** | September 2022 | | |

This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

## Rationale

At Highwood we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour. It is made clear that bullying is a form of anti-social behaviour which is wrong and will not be tolerated.

## Aims

- To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practising zero tolerance.
- To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.

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## Our Definition

Staff, pupils, and parents worked together to create the following definitions of bullying which are recognised and understood by everyone in our school community. (January 2010)

"Bullying is a regular and targeted act, which is intended to cause physical, verbal or emotional harm to another person or group"

"Bullying is when someone picks on, hurts or upsets someone over and over again on purpose."

All hurtful incidents will be investigated, but it is important to remember that not all hurtful incidents constitute bullying.

## General Definition

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching, or any use of violence.
- Racist: racial taunts, graffiti, gestures
- Verbal: name calling, sarcasm, spreading rumours, teasing
- Cyber: all areas of internet, such as email, internet chat room or social networking misuse. Mobile threats by text messages or calls. Misuse of associated technology. (See Appendix Three and ICT Safe Use Agreement)

## Equality

Prior to the introduction of the Equality Act 2010, the school had a duty not to discriminate on the grounds of race, disability and gender. Since its introduction in April 2011, the school's duty has extended to include discrimination on the grounds of age, sexual orientation, religion or belief and gender re-assignment. When investigating and dealing with any reported hurtful or bullying incidents, it is imperative that staff promote equal opportunities in order to eliminate discrimination and prejudice based bullying.

## Roles and Responsibilities

Governors

- Promote the well-being and ensure the safeguarding of all pupils in school.
- Ensure the school carries out both the letter and spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the bullying policy.
- Ensure that policy and good practice is reflected in the school's anti bullying practice.

Head teacher and Senior Leadership Team

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the well-being and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.

Teachers and Teaching Assistants

- Contribute to the building and maintaining of a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the well-being and ensure the safeguarding of all pupils in school.
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the bullying and equality policies.

Pupils

- Report any incidents of suspected bullying to a member of staff, whether directed at themselves or somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestion to help improve the anti-bullying work of the school

Parents/Carers

- Demonstrate positive support for the school's bullying and behaviour policies.
- Model appropriate behaviour at all times.
- Without delay, report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the bullying policy and procedures.

## Bullying outside school premises

The Headteacher has a specific power to discipline pupils for poor behaviour outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as outside local shops. Where appropriate, incidents of bullying taking place outside of school will be reported to the local police.

## Preventing and Responding to bullying incidents

Preventing bullying

All our policies and procedures are designed to prevent bullying and are made explicit to all members of the school community. The school promotes an anti-bullying ethos in the following ways:

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- Opportunities to develop understanding of bullying through the PSHE, SEAL and Citizenship curriculum.
- Comprehensive behaviour records on CPOMS and handwritten logs enable staff to monitor patterns of behaviour.
- Play leaders on the KS2 playground trained to encourage and support positive play and relationships
- Staff training on identifying, reporting and recording bullying incidents.
- Anti-Bullying weeks and events
- ICT safe user agreement and ICT safety policy.
- Involvement of the local police and PCSO.
- Deployment of the school counsellor and members of the Inclusion team.

Responding to Bullying
All reports of hurtful incidents are taken seriously and are investigated in line with the school's bullying policy. (See flow chart in recording and reporting bullying)

Pupils who have been bullied will be supported by:
- offering an immediate opportunity to discuss the experiences with their class teacher or member of staff of their choice.
- re-assuring the pupil that they have done the right thing by making a report and that the school will be responding.
- offering continuous support.
- ensuring safety.
- working to restore self-esteem and confidence.
- offering sessions with the school counsellor where appropriate.

Pupils who have bullied will be helped by:
- discussing what happened.
- discovering why they became involved.
- exploring different perspectives as appropriate.
- establishing all hurtful behaviour and the need to change.
- informing parents or guardians to support change in the pupil.
- offering sessions with the school counsellor where appropriate.

## Recording and Reporting Bullying

Recording
All incidents of alleged bullying that are reported to staff should be investigated and recorded using Forms (See Appendix) If the incident is deemed to involve bullying then Form Two should be completed (See Appendix Two.) These should be discussed with a member of the Senior Leadership Team and then filed in the Pupil Information folder in the Head's office. Paper copies of Forms can also be found outside the Photocopying area.

**Strategies for reducing bullying**
Our policy includes a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

**a) Co-operative Group Work**
When this is integrated into normal classroom practice, pupils can:
- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

**b) Team Building**
Trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:
- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals

- roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

**c) Circle Time**

Time is regularly set aside for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity.

Circle Time:

- creates a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication
- affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:

- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

**d) Circle of Friends**

Sometimes known as 'Circle of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil, whose agreement and cooperation are essential. Circles aim to:

- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour
- describe the pupil - only ***positive*** things may be said
- list things about the pupil that they find difficult
- discuss how *they* would feel and behave if they were isolated or socially excluded
- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks *'What do we like and value about this person?'* and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil which are recorded and then prioritised. Subsequent weekly meetings check on the progress the group.

**e) Play Leaders**

Pupil volunteers across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They attempt spot potential unrest, include isolates in activities and look after any children who are feeling lonely.

**f) Befriending**

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:

- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- offer companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring

as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.

**g) The Support Group Approach**

A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:

- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
- with the victim's agreement, their own feelings are communicated to the group.
- the facilitator makes clear that the purpose is to take joint responsibility and find a solution.
- suggestions on how to help are sought, but the key aim is a joint commitment to take action; each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

**h) Mediation by adults**

Methods focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying
- check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying
- check whether the bullying starts again or targets another pupil
- if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement, sanctions or a change of class.

The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, **including firm disciplinary ones**.

**Working with victims**

The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults, including the teacher may dislike them. They may also bully weaker pupils.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

**When tougher measures are needed**

Where pupils do not respond to preventive strategies to combat bullying, the school will take tougher action to deal with persistent and violent bullying. Our Behaviour Policy sets out a range of clear sanctions to deal with unacceptable behaviour. The whole school community knows what sanctions will be taken and that they will be fairly and consistently applied (see Behaviour Policy and Statement of Principles). This can and does include permanent exclusion.

Where serious violence is involved, the head teacher will refer can permanently exclude a pupil with immediate effect and for a first offence. Appeal panels have been advised that they should not seek to overrule such a decision on appeal.

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**Involving parents**
Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

However, a significant few do hold unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.

**Parents reporting bullying**
Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously.

The first point of contact for parents is likely to be the secretary or a class teacher. It is important that all staff know the school policy and when to refer parents to the headteacher.

Good practice includes:
- recognising that the parent may be angry and upset
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done
- explaining the school policy, making sure procedures are followed

When a case is referred to them, senior teachers should also:
- ask for details and record the information
- make a further appointment to explain actions and find out if it has stopped
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

**Parents of bullies and victims**
Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion **will** sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

**Playground policy** (see Behaviour Policy and Statement of Principles:
Our Behaviour Policy and Lunchtime Policy sets out clear guidelines for managing pupil behaviour during breaks and lunchtimes. They involve all staff, ***especially*** lunchtime supervisors, as well as pupils.

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between supervisors and teachers is assured through the use of the "Playground" and "Incident" book as well as regular, verbal exchange.
- Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

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- A lunchtime supervisor oversees the work of others, ensures effective communication, acts as the main contact point with the senior leadership team and ensures the reporting of incidents to class teachers.

**Strategies for reducing playground bullying**
The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore bullying.

This is achieved by providing:

- a stimulating range of playground equipment including footballs, basketball, rugby ball, skipping ropes, bowling, giant chess, giant draughts, hoop-las, hop-scotch etc.
- games and activities painted on to the playgrounds.
- designating areas for different activities –i.e. restricting ball games to the lower KS2 yard, games to the paved area of the yard etc.
- seating areas for conversation, calming down or observation and sitting down games.
- "Playground Leaders" system of pupil mentors and monitors.
- separating areas -with low brick walls, fences, planting and changes of level.
- providing alternative activities.
- staggered dinner sittings to reduce numbers on the playground.

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**Handling the Media**
The media has turned bullying into an 'issue' which encourages parents and children to call often one-off incidents bullying, rather than a disagreement or fall-out. If approached by the media about an incident the following procedure should be followed to minimize sensationalism:

- Do not respond straight away. Tell them you will get back to them.
- Inform the Headteacher.
- Headteacher informs the Communications Team of the LA and seeks advice and support.
- Check the facts and discuss with colleagues as necessary.
- Either the Head or Communications Team prepare a brief statement about the situation, putting the matter in context and emphasizing the positive steps that the school are taking.

**Acknowledgements**
The following documents were used in devising this policy:

- Bullying (Don't Suffer in Silence) DfE
- Preventing Bullying Kidscape
- Stop Bullying Kidscape
- You Can Beat Bullying Kidscape
- Anti-bullying Resources NSPCC

**Step One**

A hurtful incident is reported or witnessed.

An alleged or witnessed incident is reported to a member of staff or by a member of staff who witnessed the incident.

**Step Two**

Investigation

The incident is investigated by the CLASS TEACHER who undertakes to establish the nature, roles and seriousness of the incidents and those involved

FORM ONE COMPLETED (See Appendix 1)

**Step Three**

The CLASS TEACHER should look for evidence that the behaviour

- has occurred before or by its nature has caused repeated experience or the fear of it eg: cyber bullying
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted.

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**Hurtful behaviour has occurred but the school's agreed definition of bullying has not been satisfied.**

- Form One should be completed and filed in the office
- Support should be given to those involved
- Decide if any sanction from the behaviour policy needs to be applied

**Evidence of bullying has been found**

- Incident should be referred to an allocated member of the Senior Leadership Team
- Form 2 should be completed and filed in the office (See Appendix 2)
- Support should be given to those involved
- Parents/Carers should be informed of the incident and the relevant action to be taken.
- Decide if any sanction from the behaviour policy needs to be applied

Sanctions

If evidence of bullying has been found then the following sanctions may be taken:

- The parents of both the victim and perpetrator will be notified of the incident.
- The perpetrator may be removed from their class for a fixed period of time to work in another classroom.
- The perpetrator will miss their playtime or lunchtime for a fixed period of time

In very serious cases, these sanctions may be superseded by a fixed term suspension or lunchtime exclusion.

# Cyber bullying

**WHAT IS CYBER-BULLYING?**
There are many types of cyber-bullying. Although there may be some of which we are unaware, here are the more common.
1. **Text messages** —that are threatening or cause discomfort - also included here is
2. **Picture/video-clips** via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** — silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** — threatening or bullying emails, often sent using a pseudonym or somebody else's name.
5. **Chatroom bullying** — menacing or upsetting responses to children or young people when they are in web-based Chatroom.
6. **Instant messaging** (IM) — unpleasant messages sent while children conduct real-time conversations online using MSM (Microsoft Messenger) or Yahoo Chat – although there are others.
7. **Bullying via websites** —use of personal websites and online personal "own web space" sites such as Bebo and Myspace and Social Networking sites such as Facebook.

We take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Technology allows the user to bully anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be very severe.
Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults.

**Our pupils are taught how to:**

- Understand how to use these technologies safely and know about the risks and consequences of misusing them.
- Know what to do if they or someone they know are being cyber bullied.
- Report any problems with cyber bullying. If they do have a problem, they can talk to the school, their parents, or the police.

We have

1. An Acceptable Use Policy (AUP) that includes clear statements about e-communications
2. Information leaflets for parents cyber bullying and keeping their children safe when using technology

**Three steps to stay out of harm's way**

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.

## Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness by the number of recorded bullying incidents. The policy will be shared with all the stakeholders and will form part of the new parents information pack.

## APPENDIX ONE PART 1

**Highwood Primary School**

**Initial investigation into hurtful incident or allegation of bullying**
**FORM 1 part 1**

Completed by name and role:

Date and Time:

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:

Brief summary of details gathered to date (attached detailed details if appropriate):

Action taken to date (tick or write as appropriate):

| | |
|---|---|
| Incident resolved | |
| Time out during class time | |
| Time out during break or lunchtime | |
| Reflection sheet completed or to be completed | |
| Factors to determine if incident constitutes bullying sheet completed form 2 | |
| Class teacher informed | |
| SLT informed | |
| Headteacher informed | |
| Parents informed | |
| Other | |

Date: Signed:

## APPENDIX ONE PART 2

**Highwood Primary School**

**Follow up investigation into hurtful incident or allegation of bullying by SLT**
**FORM 1 part 2**

Completed by name and role:

Date and Time:

Actions taken (tick or write as appropriate):

| | |
|---|---|
| Spoke to child/ren | |
| Time out of class | |
| Time out at lunchtime | |
| Reflection sheet completed | |
| Parents met | |
| Child/ren on report card | |
| Behaviour support for child put in place | |
| Risk Assessment Management Plan completed | |
| Bullying Report & Monitoring Form completed – form 3 | |
| Support for Bullied Child Form completed – form 4a | |
| Support for the Child who has Bullied form completed – form 4b | |
| Other | |

Date: Signed:

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**APPENDIX TWO**
**FORM 2**

# Highwood Primary School
# 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/namecalling, 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:**

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**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 | | |

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## APPENDIX THREE

### Highwood Primary School
**Bullying Report and Monitoring Form**
**FORM 3**

For each incident please complete one form and return to the designated teacher 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) |
|---|---|
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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)

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6. Summary of those notified and/or involved

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

## APPENDIX FOUR

**Highwood Primary School**
**Support provided for <u>bullied child</u>**
**FORM 4a**

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

| | |
|---|---|
| Separate on-site respite provision | Support provided |
| Regular contact with chosen member of staff | |
| Restorative justice process | |
| Empowerment education | |
| Pastoral team support | |
| Formal counselling | |
| Parental meetings | |
| CAF | |
| CAMHS | |
| Other | |

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**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 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 <u>draft SEN code of practice</u>**

**Highwood Primary School**
**Action and support provided for <u>child who has bullied</u>**
**FORM 4b**

**Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account 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 | Action taken & Support provided |
| 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 | |

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**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:

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