Anti-Bullying Policy

Approved at SLT: 21 June 2022

Statement of Intent

Moor Park High School & Sixth Form (MPHSSF) believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance, acceptance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's behavioural policy, which is communicated to all pupils, school staff and parents.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at MPHSSF.

Legal framework:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Secondary School RSE and Health Education Policy
- Exclusion Policy

Aims & Objectives of the Policy

- To minimise the incidences of bullying in school
- To ensure that the school complies with statutory guidance on bullying
- To ensure all staff and pupils are aware of what constitutes bullying
- To ensure all members of the school community know how to respond to incidences of bullying.
- To raise pupil awareness of the serious consequences of bullying

To Whom This Policy Applies

The provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc) and also where there is a clear link between the behaviour and the maintaining of good order and discipline within the school.

In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff.

Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Definition:

Bullying is the behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals it often takes place in front of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct bullying or witness they bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.

Pupils are bullied for a variety of reasons. Specific types of bullying include, but are not limited to:
- Bullying related to race, religion or culture
- Bullying related to SEN or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation, gender and sexual identity
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

There is no "hierarchy" of bullying – the school will take all forms of bullying equally seriously and will respond appropriately.

Signs of bullying
Some of the signs that a pupil may be a victim of bullying include, but are not limited to, the following:
- Being frightened to travel to or from school
- Asking to be driven to school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

Cyber bullying
Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.
The school has a robust approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out this policy if they become aware of any incidents.

All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:
- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:
- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Peer-on-peer abuse
- The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.
- To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.
- All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of peer-on-peer abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS), where the DSL deems this appropriate in the circumstances.
- The school's Peer-on-peer Abuse Policy outlines the school's stance on addressing peer-on-peer abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of peer-on-peer abuse can be found within this policy and the Child Protection and Safeguarding Policy.

ROLES AND RESPONSIBILITIES

School Responsibilities:
Prevention is at the forefront of the school's Anti-bullying Policy.
Everyone should be made aware that bullying will not be tolerated and all members of the school community should clearly understand:
- The school's definition of bullying
- The school's procedures to deal with bullying, this will be achieved through CPD, the Staff Handbook, Tutorial Sessions, PDWB, the E-safety policy and the Assembly Programme

School Governing Body Responsibilities:
- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

Headteacher /SLT Responsibilities:
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Staff Responsibilities

- Staff should be vigilant during registration times, during lessons and whilst on duty, so that bullying does not pass undetected.
- Staff treat reports of bullying very seriously.
- Staff do not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- ALL Staff take action immediately when they become aware of a bullying incident; and should report any allegations of bullying via the Bullying Incident form
- Staff always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to If the member of staff believes the pupil is in serious danger, e.g. of being hurt, they will inform the designated safeguarding lead immediately.
- Staff should ensure promptness to lessons and duties in order to prevent situations developing.
- Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.
- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- Staff should never bully, torment or be sarcastic to pupils, and should not tolerate this from others in lessons.
- Form teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents.
- All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's form teacher of such observations.
- All staff will avoid gender stereotyping when dealing with bullying.
- All staff understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- All staff have a duty to report any instances of bullying once they have been approached by a pupil for support.

Pupil Responsibilities

- Pupils should be expected to treat others with kindness, consideration and respect as stated in "The Moor Park Way".
- Pupils should report any incidents of bullying either of themselves or others to a member of staff.
- Pupils should ask for help from a member of staff in diffusing a difficult situation. They should not retaliate.
- Pupils are taught not to make counter-threats if they are victims of bullying.
- Pupils are taught to walk away from any dangerous situations and avoid involving other pupils in incidents.
- Pupils are advised to retain all evidence of cyber bullying.

- Pupils who are mentors/prefects should always report incidents to a member of staff even when they feel that a situation has been resolved.

Parent / Carer Responsibilities

- If parents have any concerns about bullying, they should inform their child's Form Tutor or appropriate member of the Pastoral Team
- If they continue to have concerns, then it is advised they contact the appropriate member of the Pastoral Team.
- Parents must keep any malicious text messages, comments on social networking sites or emails received by their children as evidence

Responding to Bullying Behaviour

At Moor Park, every individual is valued and all associated with the school are required to comply with the "Moor Park Way" which clearly states the right of all the school community to feel safe and secure, to learn and to teach and the right to dignity and respect. The "Moor Park Way" and also states the responsibilities each and every individual is required to accept.

Staff should never ignore suspected bullying, all accounts should be carefully listened to and a problem solving approach should be adopted

All staff are expected to take responsibility for dealing with the incidents they encounter.
- All reported or witnessed instances of bullying in the school are investigated by a member of staff.
- "One off incidents" should be challenged immediately.
- Incidents should be resolved by stopping the hurtful action and clearly reinforcing to the pupils that bullying behaviour is unacceptable.
- A clear instruction should be given to the child being bullied that they should report any further continuation immediately.
- Staff should act promptly report alleged incidents of bullying via BULLYING INCIDENT FORM but should avoid apportioning blame too readily.
- Avoid labelling pupils as "bully" or "victim". After an incident both may need support to rebuild or reinforce self-image and esteem
- Never belittle a complaint, saying there's nothing you can do, or refer to "telling tales". We must encourage pupils to tell in order to undermine the secret power of the bully.
- The incident should then be closed. The incident needs to be recorded on BULLYING INCIDENT FORM for the attention of the Head of Key Stage
- Form teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- Pastoral staff will correspond and meet with parents/carers where necessary.
- Pastoral staff will Provide a point of contact for pupils and parents when more serious bullying incidents occur.

When dealing with a report of bullying the school will:

- Respond to any complaint by keeping a record of the interview
- Keep a record of all action taken
- Inform the parents of the pupils involved
- Agree further action with pupils & parents
- Collect CCTV footage (if available) and witness accounts
- Set date(s) for further meetings / contact
- Decide on whether external agencies are to be used

- A safe, supervised place is available for pupils to go to at non-structured times if they are involved in conflict with their peers, or wish to avoid a bully.

Procedures for investigation and recording of incidents

Incidents are reported to the relevant member of the Pastoral Team, who will complete the bullying incident form with all necessary details, including recording all actions taken and sanctions / support offered. A copy of this form is to be put in the files of all pupils involved.

When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- Investigating staff will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Severe/Unresolved incidents

These will be dealt with directly at the earliest opportunity. At this point a member of the Pastoral Team will:
- Make parents of both parties aware of the incident within twenty-four hours and arrange meetings where appropriate
- Ensure incident has been recorded, with any actions taken on the Bullying Incident Form.
- The relevant member of the Pastoral Team will ensure that the pupil is seen at least once a day for a fixed period of time to ensure incidents are not re-occurring, a record of this meeting, with any outcomes to be kept in the pupil files
- Use one or more of the strategies outlined below depending on the circumstances
- In the case of racist remarks, it is also reported to the member of staff responsible for informing county of racial incidents.

Prevention & Intervention Strategies

- All staff will receive a copy of the anti-bullying at the start of the academic year. There will be reminders to staff about the importance of the effective implementation of this policy during the course of the academic year including at Staff Meetings and briefings, as well as Departmental and Pastoral Meetings
- Form/PDWB time will incorporate appropriate work on bullying as part of their programmes of study.
- A positive anti-bullying ethos will be created through the pastoral system, assemblies, displays, visiting speakers, Form work and through Peer support.
- Pupils will be encouraged to report their own concerns and should be praised for reporting incidents of bullying on others.

- Parents will be informed of our policy and what they can do to help prevent bullying.
- Pupils who are bullied and pupils who bully others will be provided with structured support from the Pastoral Team and if necessary, from relevant external agencies.

Sanctions

- The way in which the school responds to bullying behaviour will clearly differ from incident to incident.
- The school has an array of sanctions it might use in response to bullying behaviour. These may include: keeping a record of any incidents in the pupil's file, interview of pupil by SLT, meetings with parents, detentions, period of reflective work on behaviour, seclusion, fixed term exclusion, permanent exclusion.
- The school will also ensure that, where appropriate and with the agreement of all parties, restorative work is undertaken with both perpetrators and victims of bullying and that incidents are both formally and informally monitored over a period of one half term at least.

Support

- Pupils who have been bullied and who have been involved in bullying others will be assessed on a case-by-case basis and the Pastoral Team will, if necessary, refer the victim of bullying to the school counsellor, school nurse, school EP, PCSO and other external agencies
- Pastoral staff and Form Tutors will monitor (formally and informally) on a weekly basis for a period of one half term after the initial complaint
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The progress of both the bully and the victim are monitored by the Pastoral Team. One-on-one sessions to discuss how they are progressing may be used where appropriate.
- If appropriate, follow-up correspondence/meetings are arranged with parents/carers following an incident.

Pupils who have been bullied are supported in the following ways:
- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers
- In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and designated safeguarding lead will look to transfer the pupil to another mainstream school.
- Where a child has developed such complex needs that alternative provision is required, then the pupil who has been the victim of bullying, their parents, the headteacher and the designated safeguarding lead will meet to discuss the use of alternative provision.
- Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

Bullying outside of school

- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- The headteacher is responsible for determining whether it is appropriate to notify the police or the anti-social behaviour coordinator of the action taken against a pupil.
- If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

Implementation of the Policy

- This policy will be taken to the school council and discussed and agreed
- Where needed, Staff CPD on anti-bullying will be provided.
- Parents will be informed of the policy via school newsletter
- The policy will be launched and given a high profile throughout school.

Monitoring, Evaluation and Review of the Policy

- The Pastoral Team will collate incident reports and provide a termly report to SLT and Headteacher, who will report to the Governing Body annually.
- School Council will meet to provide feedback on pupil views of the anti-bullying policy
- Parent and pupil questionnaires will be used to gather viewpoints on the success of the policy.
- The policy is scheduled for review every 2 years and will be reviewed in July 2024

Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Procedures for dealing with complaints

- Anyone in the school who feels that this policy is not being followed is entitled to raise the matter with the school.
  Anyone outside the school who wishes to make a formal complaint must do so through the school's complaints procedure.

Confidentiality

- All incidents will be dealt with confidentially and sensitively. However where incidents fall within child Protection Procedures – confidentiality will be defined by that policy.

Appendix 1 – Bullying Report Form

This form will be sent to the headteacher upon completion:

Personal details

Name of person reporting incident:	
Name of pupil(s) being bullied:	
Form:	

Academic Year		Date of Reco		Racist Incident		Bullying Incident	
Incident *(Select the option which best fits the situation)*							
Type of Incident *(Select one option o*	Related to race religion or cult ☐	Related to spec educational nee (SEN) or disabil ☐	Related to appearance or health conditio ☐	Related to sex orientation ☐	Related to home circumstances (e. young carers, lool after children) ☐	Related to gend or gender ident (sexist, sexual o transphobic) ☐	Other *(Please specify within summary of incident field)* ☐
Method *(Select all options which apply)*	Verbal ☐	Physical ☐		Cyber bullying ☐		Indirect ☐	
	Written derogatory comme ☐	Racist comments in the course of discussion ☐		Refused to co-operate wit other because of religion, ethnicity/language ☐		Incitement of others to behave racist manner ☐	
	Use of weapon ☐	Abuse of personal property/of family ☐		Racist graffiti/ material /insignia ☐		Attempts to recruit others organisations ☐	
Location of Incider							
Date of Incident			**Time of Incident**				

Summary of Incident	Background Information:
	Nature of Incident:
	Frequency and Duration of Behaviour: (Tick as appropriate)

Frequency and Duration of Behaviour: (Tick as appropriate)

Once or Twice	☐	Persistent throughout 2 Months	☐
Several Times a Week	☐	Persistent for more than a year	☐

Impact of the bullying

What emotional impact has the bullying had on the pupil?

Was anyone physically hurt?

Did anyone need medical attention?

Has anyone else been informed of the bullying?
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If so, when were they informed?

If not, why has the incident not been reported?

Help and support

What type of help and support are available to the victim?

Staff Details						
To whom the incident was reported						
Pupil Name	**Pupil Involvement** *(Aggres Target, Witness, Participan Bystander,)*	**Gender**	**Year Grou**	**Ethnicity** *(G A, B, C, D,E F)*	**Has pupil provided a descripti of incident?** (*If yes*, *please att*	

Please specify Ethnicity Groups:
A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group,
F – White Irish Traveller or Gypsy/Roma

Action Agreed *(specify actions agreed by each individual)*				
Name *(Pupil, Parent, Staff)*	**Action including support for pupil** *(Pupil, Parent, Staff)*	**Parents Informed (yes/no)**	**Review D**	**Outcome of review** *(Resolved /Specify if Further Intervention Requir*

Outcome Satisfaction Rating *(please tick as applicable)*							
Targeted Pupil	Good		Satisfactory		Poor		Unresolved	
Reporter of incident	Good		Satisfactory		Poor		Unresolved	

Additional Information (Including outcome of any other review