



**The Black
Pear Trust**

ANTI-BULLYING POLICY

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Statement of intent

The Black Pear Trust and its schools believe that all children 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 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 several 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 children. These measures are part of the school's Behaviour Policy, which is communicated to all children, school staff and parents.

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

1.0 Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

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

1.2 This policy has been written in accordance with guidance, including, but not limited to:

DfE (2017) 'Preventing and tackling bullying'
DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
DfE (2018) 'Mental health and wellbeing provision in schools'
DfE 'Keeping children safe in education'
DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

1.3 This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Online Safety Policy
- Child Protection including Safeguarding Policy
- Positive Health and Mental Wellbeing Policy
- Primary Relationships and Health Education Policy

2.0 Definition

2.1 For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2 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.

2.3 Vulnerable children are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4 Vulnerable children may include, but are not limited to:

- Children with SEND.
- Children who are adopted.
- Children suffering from a health problem.
- Children with caring responsibilities.

2.5 Children with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Children who are LGBTQ+, or perceived to be LGBTQ+.
- Children from BAME backgrounds.
- Children from socioeconomically disadvantaged backgrounds.

3.0 Types of bullying

3.1 Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2 Teasing another child because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

3.3 Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

3.4 **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.5 **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

- 3.6 **Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- 3.7 **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 3.8 **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.9 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 3.10 **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- 3.11 **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4.0 Roles and responsibilities

4.1 The local governing board is responsible for:

- The overall implementation 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.

4.2 The headteacher/head of school is responsible for:

- 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 [Bullying Report Form](#) 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 at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

4.3 Pastoral Leads are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for children and parents, when more serious bullying incidents occur.

4.4 Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pastoral lead of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of childrens groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a child for support.

4.5 The school nurse is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant pastoral lead regarding any incidents of bullying.

4.6 Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.7 Children are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.

- Walking away from dangerous situations and avoiding involving other children in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5.0 Statutory implications

5.1 The schools understand 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.

5.2 The schools understand that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.

5.3 The headteacher/head of school will ensure that this policy complies with the HRA; the headteacher/head of school understands that they cannot do this without fully involving their teaching staff.

5.4 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.

6.0 Prevention

- 6.1 The schools will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 6.2 All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.3 Staff will encourage child I cooperation and the development of interpersonal skills using group and pair work.
- 6.4 All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.
- 6.5 Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.6 Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.7 Potential victims of bullying are placed in working groups with other children who do not abuse or take advantage of others.
- 6.8 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.9 All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10 All staff members receive training on identifying and dealing with the different types of bullying.
- 6.11 A safe place, supervised by a teacher, is available for children to go to during free time if they feel threatened or wish to be alone.
- 6.12 The teacher supervising the area will speak to children to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13 Children deemed vulnerable, as defined in [section two](#), will meet with their teacher on a weekly basis, where appropriate, to ensure any problems can be actioned quickly.

- 6.14 Pastoral Leads will also offer an 'open door' policy allowing children to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.15 Before a vulnerable child joins the school, the child's class teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the child a buddy to help integrate them into the school.
- 6.16 The schools will be alert to, and address, any mental health and wellbeing issues amongst children, as these can be a cause of bullying behaviour.
- 6.17 The schools will be alert to instances of the sharing of indecent imagery of children amongst the school cohort, and will evaluate the whether the instance is part of normal sexual development or whether it presents a safeguarding concern; the latter instances will be managed in line with the Child Protection including Safeguarding Policy.
- 6.18 The schools will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7.0 Signs of bullying

7.1 Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- 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
- Leaving school 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

- 7.2 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.
- 7.3 Children who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.
- 7.4 Staff will be aware of the potential factors that may indicate a child is likely to exhibit bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to them becoming more easily aggravated
 - They have been the victim of domestic abuse
 - Their academic performance has started to fall and they are showing signs of stress
- 7.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pastoral lead, who will investigate the matter and monitor the situation.

8.0 Staff principles

- 8.1 The schools will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2 Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3 Unpleasantness from one child towards another will always be challenged and will never be ignored.
- 8.4 Staff will act immediately when they become aware of a bullying incident.
- 8.5 Staff always respect childrens' privacy, and information about specific instances of bullying are not discussed with others, unless the child has given consent, or there is a safeguarding concern.
- 8.6 If a member of staff believes a child is in danger, e.g. of being hurt, they will inform the DSL immediately.
- 8.7 Follow-up support is given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9.0 Preventing peer-on-peer sexual abuse

9.1 The schools have a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

9.2 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

9.3 Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

9.4 Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

9.5 The school's Child Protection including Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

9.6 To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate children about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

9.7 The schools will also ensure that children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, Relationships Education and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality

- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

9.8 All staff will be aware that children of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

9.9 All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

9.10 Where a child is found to have been involved in harmful sexual behaviour, the school will help the child to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

9.11 All staff will be made aware of the heightened vulnerability of children with SEND, who are more likely to be abused than their peers.

9.12 Staff will not assume that possible indicators of abuse relate to the child's SEND and will always explore indicators further.

9.13 Staff will be aware that LGBTQ+ children are more likely to be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

9.14 The school's response to sexual violence and sexual harassment between children of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

9.15 Children 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.

9.16 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

9.17 Victims will always be taken seriously, reassured, supported and kept safe.

- 9.18 Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.19 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary.
- 9.20 If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.
- 9.21 The DSL will be informed of any allegations of abuse against children with SEND. They will record the incident in writing and, working with the SENDCO, decide what course of action is necessary, with the best interests of the child in mind at all times.

Confidentiality

- 9.22 The schools will only engage with staff and agencies required to support the victim and/or be involved in any investigation.
- 9.23 If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.24 Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.25 The DSL will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
 - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
 - Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- 9.26 More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection including Safeguarding Policy.
- 9.27 The school's confidentiality agreement will be adhered to at all times.

10.0 Cyberbullying

- 10.1 The schools have an Online Safety in place, which outlines the school's zero-tolerance approach to cyberbullying.
- 10.2 The schools view cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.
- 10.3 The schools will support children who have been victims of cyberbullying by holding formal and informal discussions with the child about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.
- 10.4 In accordance with the Education Act 2011, the school has the right to examine and delete files from childrens' 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.
- 10.5 If an electronic device is confiscated by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- 10.6 If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher/head of school will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

11.0 Procedures

- 11.1 Minor incidents will be reported to the victim's class teacher who investigates the incident, sets appropriate sanctions for the perpetrator and informs the pastoral lead in writing of the incident and outcome.
- 11.2 When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged perpetrator and witnesses are all interviewed separately.
 - Members of staff ensure that there is no possibility of contact between the children being interviewed, including electronic communication.
 - If a child is injured, members of staff take the child 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 perpetrator, 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 assigning blame until the investigation is complete.
- All concerned children are informed that they must not discuss the interview with other children.

11.3 Due to the potential for sexist, transphobic, sexual, etc 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.

12.0 Sanctions

- 12.1 If the headteacher/head of school is satisfied that bullying did take place, the child will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2 The headteacher/head of school informs the child of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.
- 12.3 If possible, the headteacher/head of school will attempt reconciliation and will obtain a genuine apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- 12.4 The perpetrator is made to realise, by speaking once per week with their class teacher, that some children do not appreciate the distress they are causing, and that they should change their behaviour.
- 12.5 Parents are informed of bullying incidents and what action is being taken.
- 12.6 The pastoral lead informally monitors the children involved over the next half-term.

13.0 Support

- 13.1 For a month after the initial complaint of bullying, the class teacher will hold an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- 13.2 The pastoral lead will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the pastoral lead and victim are confident the bullying has stopped.
- 13.3 If necessary, group dynamics will be broken up by members of staff by assigning places in classes.
- 13.4 The victim will be encouraged to tell a trusted adult in school if bullying is repeated.
- 13.5 The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 13.6 The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- 13.7 The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.
- 13.8 The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14.0 Follow-up support

- 14.1 The progress of both the bully and the victim will be monitored by their class teacher.
- 14.2 One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.
- 14.3 If appropriate, follow-up correspondence will be arranged with parents one month after the incident.
- 14.4 Children who have been bullied will be supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their pastoral lead or a member of staff of their choice
 - Being reassured

- Being offered continued support
- Being offered counselling, where appropriate

14.5 Children who have bullied others will be 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

14.6 Children who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

14.7 In cases where the effects of bullying are so severe that the child cannot successfully reintegrate back into the school, the headteacher/head of school and DSL will look to transfer the child to another mainstream school with the consent and involvement of the child's parents.

14.8 Where a child who has been the victim of bullying has developed such complex needs that alternative provision is required, the child, their parents, the headteacher/head of school and DSL will meet to discuss the use of alternative provision.

15.0 Bullying outside of school

15.1 The headteacher/head of school has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher /head of school the power to regulate a child's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

15.2 Teachers have the power to discipline children 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 a town or village centre.

15.3 Where bullying outside school is reported to school staff, it will be investigated and acted upon.

15.4 In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the child is under the lawful control of the member of staff, e.g. on a school trip.

15.5 The headteacher/head of school is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a child.

15.6 If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

16.0 Monitoring and review

16.1 This policy is reviewed every two years by the safeguarding scrutiny group.



Bullying Report Form

This form will be sent to the pastoral lead upon completion.

Reported by:

Role:

Date(s) of incident (s):

.....

Time(s) of incident(s):

.....

Locations(s) of incident(s):

.....

Details of people involved:

Please include names, gender, ages, ethnic origin and children in care or children with special needs and each child's role – ringleader, outsider, reinforce, assistant, defender, victim – and level of involvement.

1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved

.....

Bullying incident related to: Circle all that apply

Race

Appearance or health condition

SEN or disabilities

Sexual orientation

Gender

Religion or culture

Age

Socio economic



Relational

Prejudicial

Sexist

Transphobic

Other (define)

Forms of bullying used: Circle all that apply

Verbal

Physical

Emotional

Online (Cyber)

Frequency and duration of bullying behaviour: Circle the one that applies

Once or twice

Persisting over two months

Several times a week

Persisting for more than a year

Other notes on incident: including relevant previous behaviour

Checklist: Circle all that apply

Does incident involve same person?

Has a follow up date been set?

Have parents/carers been notified?

Has action been agreed with victim?

Had individual discussion with all?

Has action been agreed with perpetrator?

Had group discussion with all involved?

Are notes and comments attached?

Other actions: Circle all that apply

Medical treatment required?

Referral to other agencies?

Police involvement?

Specific report from staff attached?

Report to governors?

Other?



Details of actions agreed with everyone involved – including parents and carers where appropriate:

Follow up review dates and interventions:

Completed by:

Role: **Date:**

Checked by:

Role: **Date:**

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes/No

Describe any other outcomes, who has been involved and when they occurred:



Key:

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

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Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

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Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

