



# St Michael with St Thomas C of E Primary School



## Anti-Bullying POLICY

**Author:** SLT

**Owner:** St Michael with St Thomas SLT

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***We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:***

***Article 19:*** All children should be protected from violence, abuse and neglect, and governments should protect them

# ANTI-BULLYING POLICY

## Purpose

This policy should be read in conjunction with the DfE Guidance on Preventing and Tackling Bullying in school as well as statutory responsibilities for schools and local authorities – Equality Act 2010, Education Act 2002 and Education and Inspections Act 2006, Section 21(5) as well as school's Safeguarding Policy, Behaviour Policy, PSHE Policy and E-safety policy.

In this school bullying and other forms of unacceptable intimidation, including cyberbullying by internet or mobile phones will not be tolerated.

## Aims

- All will treat others with kindness and respect, and all will care well for each other.
- All will come to school without fear and they will be happy and safe in school.
- Everyone will be vigilant, and they will act promptly to intervene if there are any signs or reports of bullying.

The staff and Governing Body of Spinney Avenue CE Primary School consider that bullying takes many forms and includes the following types of behaviour:

Physical Bullying

Verbal Bullying

Indirect Bullying

Cyberbullying

Homophobic Bullying (including Biphobic, Sexist and Transphobic Bullying)

## What is Bullying?

There are many definitions of bullying, but most consider bullying to be:

"Deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves."

This definition recognised and accepted in case law (Hansen v Isle of White Council)

The Government defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally."

Bullying is therefore:

- Repetitive and persistent
- Intentionally harmful
- Involves an imbalance of power.

Due to the nature of bullying, it may also be classed as Hate Crime

Hate crime can be defined as:

" Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation."

**Cyberbullying** can be defined as:

“Any cyber-communication or publication posted or sent by a minor online, by instant messenger, email, website, diary site, online profile, interactive game, handheld device, cell phone or other interactive device that is intended to frighten, embarrass, harass or otherwise target another minor.”

### **Physical**

Any physical assault such as pushing, kicking, hitting, punching, hair-pulling, spitting.

### **Verbal**

Such as name calling or using nasty language such as homophobic language

### **Emotional**

Being unfriendly and left out on purpose

### **Homophobic**

Use of homophobic language, such as the use of the word “gay” when describing something in a derogatory way. Being left out or picked on for not behaving in a stereotypical girl or boy way. Families being called. Homophobic Bullying – occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

**Bi-phobic Bullying** – bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity, they can feel marginalised by both the straight world and the lesbian and gay community.

**Sexist Bullying** – based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

**Transphobic Bullying** – Trans\* is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender forms. When children/young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them. It is commonly underpinned by sexist attitudes

### **Legal**

#### **The Education and Inspections Act 2006 Section 89**

Schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

#### **Behaviour and discipline in Schools – Advice for Headteachers and School Staff January 2016**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops etc.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. Consideration by the headteacher as to whether it is appropriate to notify the police or local anti-social behaviour team in the LA of action taken should be given. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases the teacher can only discipline on school premises or when under the lawful control of the staff member.

## **The Equality Act 2010**

Covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The duty has three aims It requires public bodies to have due regard to the need 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 who do not share it.
- Foster good relations between people who share a protected characteristic and who do not share it.

## **Children Act 1989**

A bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm...”

## **Criminal Law**

Although bullying itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

## **Objectives**

To ensure that all children understand what bullying including cyberbullying is.

To build an ethos where children feel safe and free from threat and intimidation.

To promote good relationships where all are treated well and where children care for each other.

To act promptly and effectively at the first sign of bullying.

To encourage children and parents to report any alleged bullying.

To protect and reassure any victims of bullying.

To have effective sanctions to deter bullying and to have successful strategies to reform bullies.

To make this a happy school free from bullying.

## **Strategies**

- At St Michael with St Thomas CE Primary School we follow a Whole School Behaviour Policy, which rewards good behaviour choices and there is an ethos where bullying is unacceptable.
- All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
- Co-operative, helpful behaviour will be rewarded. Pointing out examples and encouraging good behaviour.
- There is good supervision of children at all times.
- Use of extended areas of the playground, playground equipment, quiet area, whenever possible.
- Children will be encouraged to report bullying and when they do, they will be listened to and taken seriously. There are various ways in which to report incidents:
  - o Report via the bully box within each class – Form A
  - o KS2 classes each have their own peer mentor/bully buster.
- Allegations of bullying will be investigated, documentation completed to record incidents and actions taken.
- Any allegations of bullying will be reported to the Headteacher.
- Pupils and their parents will be made aware of this policy.
- Bullying incidents are included in the Headteacher’s Report to the Governing Body

## **Curriculum**

Bullying issues are dealt with via the PSHE Curriculum and Circle Time. Bullying issues are also dealt within assemblies. Visiting groups for example drama, dance specialists are also invited into school to work with and perform for the children linked with bullying.

## **The role of the Governing Body**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The governors take seriously any incidents of bullying and will deal with them as appropriate.

Governors monitor incidents of bullying and review the anti-bullying policy regularly. They require the Headteacher to keep accurate records of all incidents using the forms attached to this policy. Following a request from a parent to investigate an incident the governors ask the Headteacher to conduct an investigation and report back to them.

## **The role of the Headteacher**

The Headteacher must implement the school Anti-bullying strategy, ensure all staff are aware of the policy and how to deal with incidents of bullying, that they have sufficient training.

The Headteacher will ensure all pupils know that bullying is wrong and unacceptable behaviour.

The Headteacher will investigate or delegate this to another senior member of staff when a child or parent makes a complaint about bullying.

## **The role of the teacher**

Teachers take all forms of bullying seriously and intervene to prevent incidents taking place. They keep their records of all behaviour incidents via the relevant behaviour incident reports, any incidents deemed to be bullying as per the definitions outlined in this policy will be logged using Form D – School Incident Recording Form alongside Forms B – Victim Reporting Form and Form C Witness Reporting Form and reported to the. Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating success we aim to prevent incidents of bullying.

If an incident is not deemed to be a bullying incident on investigation Forms A, B, C will be filed in the class behaviour log and not the Anti-Bullying Log.

## **The role of the parent**

Parents with concerns should contact their child's class teacher immediately.

Parents should support the school's anti-bullying policy and actively encourage their child to be a positive member of the school.

## **Identification strategies**

All children are taught about the STOP button and understand that bullying is something that happens Several Times On Purpose and posters are displayed in the classroom and throughout the school building.

All classes have a 'Bully box' where children can write down concerns and put these in the box at any time using Form A – Request for Support. They are checked on a regular basis by the class teacher.

Two 'Bully busters' are elected in each class, Year 3 to Year 6. These children are given training, so they know what to do if a child approaches them. Bully busters can be approached by any child who feels unable to talk to an adult.

Bully Surveys also take place in classes where there is a suspicion of a problem as well as yearly as part of the Pupil and Parent Questionnaires.

## **Signs and Symptoms of Bullying**

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

- Child is frightened of walking to or from school.

- Does not want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with torn clothes or books damaged.
- Has possessions that are damaged or “go missing”.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually “lost”.
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbably excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous or jumpy when a cyber message is received.

#### **Hierarchy for staff intervention**

- Mid-day Supervisors/Teaching Assistants/Class Teacher
- Head of KS2, KS1 & Foundation Stage/FSW
- Headteacher

#### **Strategies for dealing with Bullying**

- Immediately involve the parents of both perpetrator and victim.
- Set achievable targets for the perpetrator.
- Report book/card system.
- Involve children in making a realistic set of rules for school/class.
- Close supervision of the bully at all times.
- Support the victim.
- Ensure all children know the difference between ‘telling tales’ and telling the teacher/adult things they must know.
- Build a positive relationship between the perpetrator and victim.
- Apply ultimate sanction of exclusion after procedures have been exhausted
- Children with behavioural/emotional problems will follow SEN Code of Practice and will need an IBP and possible involvement of the Educational Psychologist.
- Use of multi-agency intervention support may be necessary.

#### **Bullying/Harassment of Staff**

1. If a member of staff at Spinney Avenue CE Primary School finds they are being harassed at work they should refer to The Three Saints Code of Conduct and follow the guidelines below:

2. Try to talk to the person who is harassing you, explain that you wish the
3. behaviour to stop.
4. If this is too difficult ask a colleague to approach them on your behalf.
5. Discuss the problem with your Line Manager.
6. You may wish to contact your Union at this point.
7. Keep a full written record of events.
8. Make a formal written complaint to your Line Manager.
9. Line Manager to contact SLT or Governing Body.

### **Attachments**

Appendix 1 Useful Websites

Appendix 2 - Bullying Reporting Forms:

Form A Request for Support Form (Bully Box Form)

Form B Victim Reporting Form (Mandatory School Form)

Form C Witness Reporting Form (Mandatory School Form)

Form D School Incident Recording Form (Mandatory School Form)

Form E Review Sheet (Use when appropriate)

Form F Pupil Feedback (Use when appropriate)

Form G Parent Feedback (Use when appropriate)

Form H Flowchart

Appendix 3 – Behaviour Incident Form

Appendix 4 – E-Safety Incident Form

Appendix 5 – Homophobic/Racist Incident Form

### **Further Reading**

Documents referred to in this policy and other useful reading.

Safeguarding Children Online – A guide for school leaders – BECTA – January 2008

Cyberbullying – Safe to Learn: Embedding anti-bullying work in schools – DCSF

Safe Children in a Digital World – DCSF 00334 – 2008 – Report of the Byron Review.

Getting the simple things right: Charlie Taylor’s behaviour checklists

DfE Behaviour and discipline in schools Advice for Headteachers and school staff January 2016

School Inspection Handbook September 2015

DfE Mental Health and Behaviour in Schools March 2016

DfE Preventing and Tackling Bullying – October 2014

DfE - Behaviour and Discipline in Schools – January 2016

Ofsted – Below the radar – low level disruption in the country’s classroom March 2014

## Appendix 1

### Useful Websites

<p><a href="http://www.teachernet.gov.uk/whoseschool/behaviour/tacklingbullying">http://www.teachernet.gov.uk/whoseschool/behaviour/tacklingbullying</a></p> <p>Education website, please go to <a href="http://www.education.gov.uk">http://www.education.gov.uk</a></p>	<p>All statutory guidance and legislation published on this site continues to reflect the current legal position unless indicated otherwise.</p> <p><i>Safe to Learn: Embedding anti-bullying work in schools</i> is the overarching anti-bullying guidance for schools and was launched in September 2007. It can be ordered from <a href="#">TeacherNet's online publications</a> site.</p> <p>The <i>Safe to Learn</i> package of guidance also includes specialist advice on <a href="#">cyberbullying</a>, <a href="#">homophobic bullying</a> and <a href="#">bullying involving children with SEN and disabilities</a>. This is in addition to the existing guidance on <a href="#">tackling bullying related to race, religion and culture</a> that was issued in 2006.</p> <p>The document <i>Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying</i> was published 10 December 2009, forming part of the Safe to Learn suite.</p> <p>In April 2008, the DCSF issued the DVD and resource pack Let's fight it together for school staff working with pupils in assembly and classroom situations.</p>
<p><a href="http://www.antibullyingalliance.org.uk">http://www.antibullyingalliance.org.uk</a></p>	<p><b>Anti-Bullying Alliance – (ABA)</b> A unique collection of over 60 organisations, working together to stop bullying. ABA runs an ‘anti-bullying week’ focusing on schools, in mid-November each year. Full details on this website.</p>
<p><a href="http://www.thinkuknow.co.uk">http://www.thinkuknow.co.uk</a></p>	<p><b>Thinkuknow is the website of the Child Exploitation and Online Protection (CEOP) Centre</b> 5 sections 5-7 years, 8-10 years, 11-16 years, Parents &amp; Carers, Teachers &amp; Trainers. Great resources</p>
<p><a href="http://www.nspcc.org.uk">http://www.nspcc.org.uk</a></p> <p><a href="http://www.childline.org.uk">http://www.childline.org.uk</a></p>	<p><b>NSPCC/CHIPS/CHILDLINE</b> CHIPS – National peer mentoring programme. News, Help &amp; Advice, Training, Publications &amp; Classroom Resources, Events PLAY – Games, watch videos EXPLORE – Bullying inside &amp; outside of school, racism, online safety etc. TALK – message boards, online chat-room, receive advice via text</p>
<p><a href="http://www.kidscape.org.uk">http://www.kidscape.org.uk</a></p>	<p><b>Kidscape – Preventing Bullying, Protecting Children</b> Advice for parents (including AB helpline) Advice also for professionals, children and young people, including resources to order and free downloadable information.</p>
<p><a href="http://www.stonewall.org.uk">http://www.stonewall.org.uk</a></p>	<p><b>Stonewall</b> Lesbian, gay &amp; bi-sexual charity.</p>

	Lots of free resources available for dealing with homophobic bullying.
<a href="http://www.clickcleverclicksafe.com">http://www.clickcleverclicksafe.com</a>	<b>UKCCIS – UK Council for Child Internet Safety</b> Over 140 organisations and individuals working together to help children and young people stay safe on the internet.
<a href="http://www.childnet-int.org">http://www.childnet-int.org</a>	<b>Childnet International's</b> mission is to work in partnership with others around the world to help make the Internet a great and safe place for children.
<a href="http://www.antibullying.net">http://www.antibullying.net</a>	<b>Anti-Bullying Network</b> The Anti-Bullying Network was established at the University of Edinburgh in 1999 and gained a reputation for the high quality of the services it provided to school communities.
<a href="http://www.bullying.co.uk">http://www.bullying.co.uk</a>	<b>Bullying Online</b> This website is aimed at adults working with children under 11 years and for the children themselves.
<a href="http://www.therelationshipscentre.co.uk/talkdontwalk">http://www.therelationshipscentre.co.uk/talkdontwalk</a>	<b>Talk, Don't Walk</b> A service for young people who may run away. This is a local, specialist service offering a range of information and advice, emotional and outreach support services, family mediation and innovative training and resources to support everyone to develop healthier relationships.

### Helpful Organisations

- Advisory Centre for Education (ACE) 020 7354 8321
- Children's Legal Centre 0845 345 4345
- Kidscape Parent's Helpline (Monday - Friday, 10 - 4) 0845 1205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Talk, Don't Walk 0800 085 2136
- Childline 0800 1111
- GLYSS 07747 473 829

## Appendix 2

### Form A – Bullying/Harassment - Request for Support

You have a right to be safe and happy at this school. If you are not, we want to hear about it. Just fill in this form and put it in your class bully box.

The teachers/support staff you have named will send you back the tear-off slip at the bottom of this form, telling you when and where you can meet them.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Have you approached a peer helper? Yes/No

Which teacher/support staff do you wish to speak with?

**Form B – Bullying/Harassment – Victim Reporting Form**

Name: \_\_\_\_\_

Please describe what happened, what you saw and heard and how it made you feel.

When did it happen? Time: \_\_\_\_\_

Date: \_\_\_\_\_

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What do you want to happen now?

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

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

**Form C – Bullying/Harassment – Witness Reporting Form**

Name: \_\_\_\_\_  
Please describe what happened, what you saw and heard.

When did it happen? Time: \_\_\_\_\_ Date: \_\_\_\_\_

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Signed: \_\_\_\_\_ Dated: \_\_\_\_\_

**Form D – Bullying/Harassment – School Incident Recording Form**

Name of School:			
School Number:			
Name of Victim(s):			
Name of Perpetrator(s):			
Date reported:			
Date of incident:			
Reported to:			
Reported by:			
<b>Victim Profile</b> (tick as appropriate):			
Child in Care	<input type="checkbox"/>	Traveller child	<input type="checkbox"/>
Child Protection Register	<input type="checkbox"/>	Gifted/Talented	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	Young Carer	<input type="checkbox"/>
English as an additional language	<input type="checkbox"/>	Involved with EWO Service	<input type="checkbox"/>
<b>Racial Origin</b> (tick as appropriate):			
White British	<input type="checkbox"/>	Asian Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Mixed White & Caribbean	<input type="checkbox"/>	Asian Bangladeshi	<input type="checkbox"/>
Mixed White & Black	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White & Asian	<input type="checkbox"/>	Irish Traveller	<input type="checkbox"/>
Black African	<input type="checkbox"/>	Gypsy	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Other	<input type="checkbox"/>
<b>Disability:</b>			
<b>Religion:</b>			
<b>Gender:</b>			
<b>Perpetrator Profile</b> (tick as appropriate):			
Child in Care	<input type="checkbox"/>	Traveller child	<input type="checkbox"/>
Child Protection Register	<input type="checkbox"/>	Gifted/Talented	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	Young Carer	<input type="checkbox"/>
English as an additional language	<input type="checkbox"/>	Involved with EWO Service	<input type="checkbox"/>
<b>Racial Origin</b> (tick as appropriate):			
White British	<input type="checkbox"/>	Asian Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Mixed White & Caribbean	<input type="checkbox"/>	Asian Bangladeshi	<input type="checkbox"/>
Mixed White & Black	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White & Asian	<input type="checkbox"/>	Irish Traveller	<input type="checkbox"/>
Black African	<input type="checkbox"/>	Gypsy	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Other	<input type="checkbox"/>
<b>Disability:</b>			
<b>Religion:</b>			
<b>Gender:</b>			
<b>Details of incident</b> (tick as appropriate):			
Disability incident	<input type="checkbox"/>	Homophobic incident	<input type="checkbox"/>
Racist incident	<input type="checkbox"/>	Faith incident	<input type="checkbox"/>
Sexist incident	<input type="checkbox"/>	Other	<input type="checkbox"/>
<b>Bullying behaviours involved</b> (tick as appropriate):			
Physical behaviour	<input type="checkbox"/>	Spreading nasty rumours	<input type="checkbox"/>
Threats	<input type="checkbox"/>	Text message bullying	<input type="checkbox"/>
Taking belongings	<input type="checkbox"/>	Mobile phone calls	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	Picture/video via mobiles	<input type="checkbox"/>

Causing damage to property		E-mail bullying	
Name-calling		Websites/Social Networks	
Taunting		Chat-rooms	
Verbal abuse		Graffiti	
Sending notes		Twitter	
<b>Location of incident (tick as appropriate):</b>			
Classroom		Dining environment	
On journeys to and from school		Home	
Playing fields		Occurred outside school	
<b>Frequency and duration of bullying behaviour (tick as appropriate):</b>			
Reported after the first incident		Persisting throughout the term	
Two or three times		Persisting for more than one term	
Several times			
<b>Details of action taken (tick as appropriate):</b>			
Checked for other known incidents involving the same pupils			
Notified class teacher/form tutor			
Individual discussion with those involved			
Notified parent(s)/carer(s) or relevant contact person			
Group discussion with those involved			
CAF or Pre-CAF raised			
If Hate Crime, have Police been informed?		Yes	No
Other (please provide details)			
Details of support systems/actions agreed with child/young person, parents/carers:			
Details of sanctions applied in line with school's/setting's behaviours policy:			
Follow-up date set:			
With whom:			
Locations:			
Signed and checked by Headteacher or SLT Member			
<b>Outcomes to follow-up:</b>			
Has the bullying stopped?		Yes	No
<b>Details of further action to be taken if required:</b>			
Action:			
By whom:			
By when:			
Further date to follow-up:			
Was the targeted child/young person and his/her parents/carers satisfied with the outcome?		Yes	No
Further comments:			
Signed (member of staff dealing with issue)			
Checked and signed by Headteacher or SLT Member			

**Form E – Bullying/Harassment – Review Sheet**

**Date:**

**Name of Reporter:**

**Name of Child/Young Person involved:**

**People Present:**

**How has the situation developed?**

**What does the person who has targeted say they are feeling now?  
Are they feeling safe and satisfied with the action taken?  
If so, how has it helped?**

**What is the attitude/view of the person(s) involved in the bullying behaviour?**

**Form F – Bullying/Harassment Feedback – Tell us what you think – Child/Young Person Form**

**Name:**

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided? Yes  No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated? Yes  No

Thank you for your time

Signed (optional)

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**Form G – Bullying/Harassment Feedback – Tell us what you think – Parent/Carer Form**

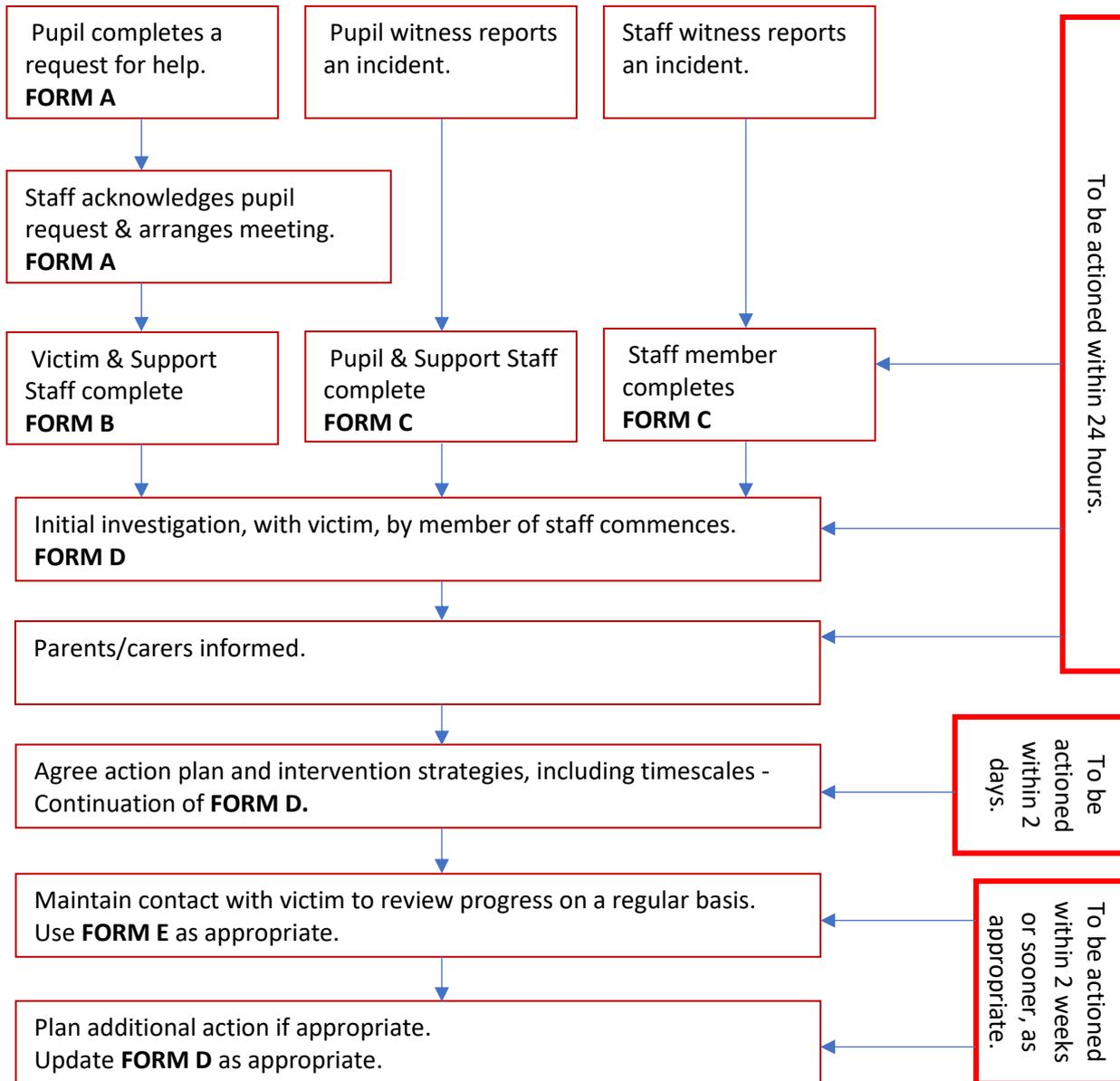
**Name:**

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?	Yes	No
2. What did you find most helpful?		
3. Was there anything you found unhelpful which we could improve?		
4. Did you feel you were fairly treated?	Yes	No

## Appendix H

The following flow chart can be used alongside the forms contained in this section to ensure that all relevant details related to bullying incidents are adequately recorded and monitored. Schools should consider these forms and the flow chart below and integrate them into their existing practice.



### Review – over a 2-3 month period

Update **FORM D** re outcomes of follow up.  
 Child/Young person completes **FORM F**.  
 Parent/carer completes **FORM G**.

Ensure that records are placed onto the child's/young person's file for future reference.

**Appendix 3**

**St Michael with St Thomas CE Primary School**

**Behaviour Log Form**

<b>Date and time of incident:</b>		
<b>Where did the incident occur? ie Class, playground etc</b>		
<b>Name of Child/Young Person</b>		
<b>Year Group:</b>		
<b>Who else involved in the incident?</b>		
<b>Description of the incident</b>		
<b>Action Taken</b>	<b>Incident Reported to Headteacher/Snr Manager</b>	
	<b>Parents informed</b>	
	<b>Reported to another agency</b>	
	<b>Other (please specify)</b>	
<b>Outcomes and consequences</b>		
<b>Signature of worker:</b>		<b>Dated:</b>
<b>Signature of Supervisor/Manager:</b>		<b>Dated:</b>

Appendix 4

St Michael with St Thomas CE Primary School

E-Safety Incident Report Form

<b>Date and time of incident:</b>		
<b>Where did the incident occur? ie At School or at home:</b>		
<b>Who was involved in the incident?</b>		
<b>Child/Young Person</b>		<b>Name:</b>
<b>Staff Member/Volunteer</b>		<b>Name:</b>
<b>Description of the incident</b>		
<b>Action Taken</b>	<b>Incident Reported to Headteacher/Snr Manager</b>	
	<b>Advice Sought from Social Care</b>	
	<b>Referral made to Social Care</b>	
	<b>Incident Reported to the Police</b>	
	<b>Incident Reported to CEOP</b>	
	<b>Disciplinary Action Taken</b>	
	<b>E-Safety Policy to be reviewed/amended</b>	
	<b>Other (please specify)</b>	
<b>Outcome of investigation:</b>		
<b>Signature of worker:</b>		<b>Dated:</b>
<b>Signature of Supervisor/Manager:</b>		<b>Dated:</b>

**Appendix 5**

**St Michael with St Thomas CE Primary School**

**Homophobic/Racist Language Incident Form**

<b>Date and time of incident:</b>		
<b>Where did the incident occur? ie Class, playground, etc</b>		
<b>Name of Child/Young Person</b>		
<b>Year Group:</b>		
<b>Who else was involved in the incident?</b>		
<b>Description of the incident</b>		
<b>Action Taken</b>	<b>Incident Reported to Headteacher/Snr Manager</b>	
	<b>Parents informed</b>	
	<b>Reported to another agency</b>	
	<b>Other (please specify)</b>	
<b>Outcome and consequences</b>		
<b>Signature of worker:</b>		<b>Dated:</b>
<b>Signature of Supervisor/Manager:</b>		<b>Dated:</b>