



Definition of Bullying

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another group or individual either physically or emotionally’. Safe to Learn (DCSF 2007)

VICTIM: The person who is being hurt.

PERPATRATOR: The person who is hurting someone (bully)

BY-STANDER: This is a person who watches/listens but does nothing to help the victim.

Aims and objectives

The school has zero tolerance towards the harassment and bullying of disabled pupils and all incidents are logged. Pupils are encouraged to report and take action against offend

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

How the school aims to combat bullying:

- The whole School community has a responsibility to combat bullying and immediate action should be taken when bullying is discovered.
- School leaders seek to empower all members of the School community, including parents/carers, to recognise bullying behaviours and to know how to bring incidences to the attention of a member of school staff.
- Members of the school staff are trained in Restorative Practices and will use these when dealing with any incidents of alleged bullying.

In order to minimise and appropriately deal with any incidences of bullying the School implements the following responsibilities:

Governors’ Responsibilities

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the school to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Head of School Responsibilities

- It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The head teacher ensures that all staff receive sufficient training (Restorative Practices) to be equipped to deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely.

School Staff Responsibilities

- Staff in our school take all allegations of bullying seriously, and intervene to prevent incidents from taking place.
- Staff will record all allegations/incidents on CPOMS.
- If a member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. School procedures are then followed. (see appendix)
- If a member of staff become aware of any bullying taking place between members of a class the issue is dealt with within 24 hours by the class teacher in the first instance.
- If when dealing with an initial allegation, the member of staff finds the allegations to be true, this is then passed to the Learning Mentor for further investigation.
- School staff attempt to support all children in their school and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- To create a climate where children feel they can approach all members of the school staff and be confident that they will be listened to.

Parental Responsibilities

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

PRACTICES and PROCEDURES

- The member of staff who witnesses, or who is told about, the alleged bullying will speak with the children involved using Restorative Practices (within 24 hours)
- A record is made of this on CPOMS and the Safeguarding team notified.
- If the incident is found not to be bullying, but poor behaviour, parents (both parties) are informed and appropriate sanctions for breaking the school promise are given.
- If the incident is found to be bullying, this is then referred to the learning mentor who will then follow our procedures for **RECORDING AND MONITORING BULLYING/HARRASSMENT INCIDENTS (appendix)**. This clearly lies out expected timelines for responding.

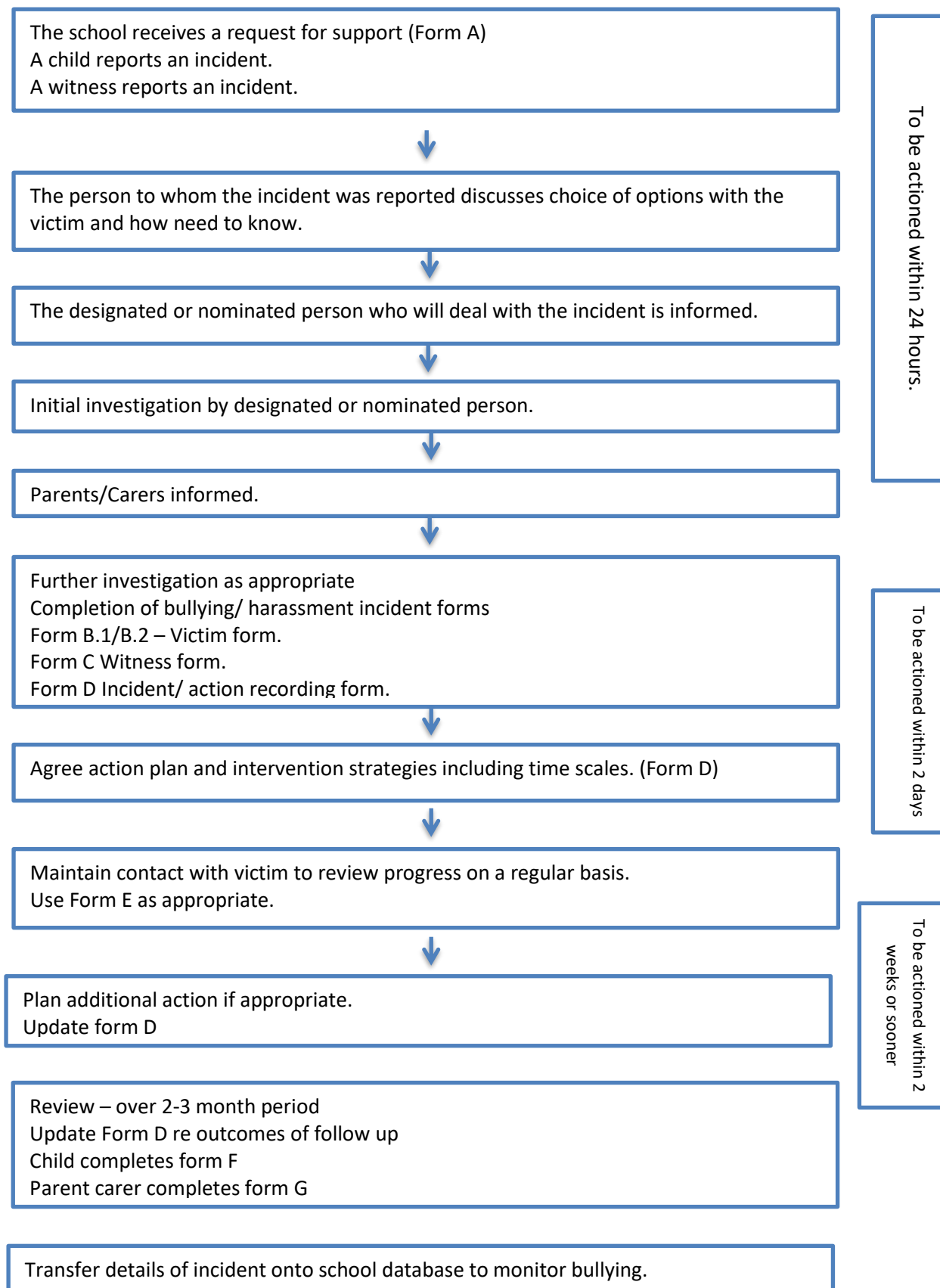
Monitoring and review

- This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. Reviewed annually by the Governing Body.



**RECORDING AND
MONITORING
BULLYING/HARRASSMENT
INCIDENTS**

The following flowchart 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.



Bullying - REQUEST FOT SUPPORT – FORM A

You have a right to be safe and happy at this school and if you are not we want to hear about it. Just fill in this form and put it through the letter-box in the reception area.

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: _____

Year: _____

Have you approached a peer helper? Yes / No

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

Staff reply slip

Dear

Thank you for your note.

I would like to meet you at (Time)

At (Place) to talk about it.

Yours

Bullying – VICTIM REPORTING FORM

FORM B.1

Name:

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

When did it happen? (Date and time)

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Bullying – VICTIM REPORTING FORM

FORM B.1

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 that you feel comfortable to talk to and to be supported by?

Signed

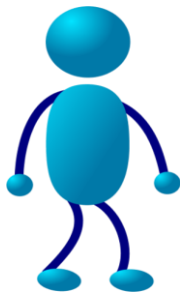
Date.....

Bullying – VICTIM REPORTING FORM

FORM B.2

Name:

How were you bullied?



Hurt my body



by phone or text



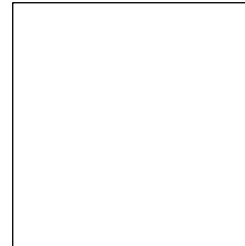
called me names



Left out of things



took my things



other

Circle the picture to tell us or ask your helper to write down in the empty box how you were bullied.

Bullying – VICTIM REPORTING FORM

FORM B.2

Who bullied you?

Ask your helper to write the name(s) of the person(s) who bullied you in this box or draw a picture of the person(s) if you do not know them.

How did you feel?

Draw a circle around the faces which show how you feel about being bullied



Worried



Sad



Scared



Angry

Bullying – VICTIM REPORTING FORM

FORM B.2

<i>Coming to school</i>	<i>Before Morning playtime</i>	<i>At Playtime</i>	<i>Before lunchtime</i>	<i>During lunchtime</i>	<i>In the afternoon</i>	<i>Going home from school</i>

Tick the box to tell us at what time of the day you were bullied.

What day of the week did it happen?

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Circle the day of the week that you were bullied.

Bullying – VICTIM REPORTING FORM

FORM B.2

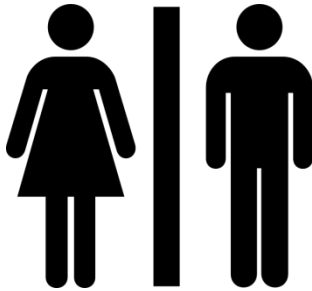
Where did it happen?



Coming to school grounds



In class



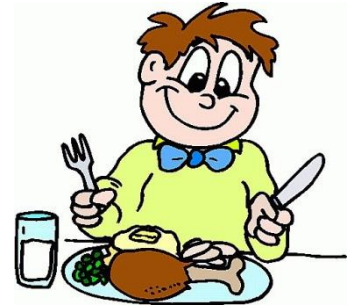
In the toilets



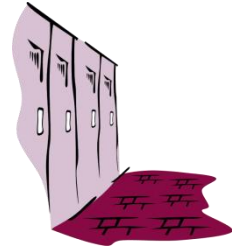
Going home from school



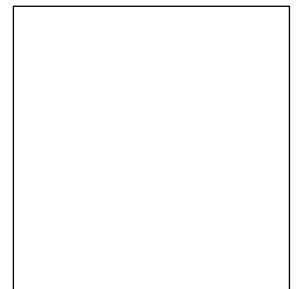
On school



In the dinner hall



In the corridor



Other

Circle the picture that shows where you were bullied or draw your own picture in the space.

Bullying – WITNESS REPORTING FORM

FORM C

Name:

Please describe what happened, what you saw and heard.

When did it happen? (Date and time)

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Signed:

Date

Bullying – INCIDENT REPORTING FORM

FORM D

Name of school:	
School Number:	
Name/s of Victim:	
Name/s of perpetrator/s:	
Date reported:	
Date of incident:	
Reported to:	
Reported by:	

Victim profile (tick as appropriate):

Child in Care	Traveller child
Child Protection Register	Gifted/Talented
Learning disability	Young carer
English as an additional language	involved with Education welfare

Religion:

Details of incident (tick as appropriate):

Disablist incident	Homophobic incident
Racist incident	Faith incident

Bullying behaviours involved (tick as appropriate):

- Physical behaviour
- Threats
- Taking belongings
- Extortion
- Causing damage to property
- Name-calling
- Taunting
- Verbal abuse
- Spreading nasty rumours
- Sending notes
- Graffiti
- Text message bullying
- Mobile phone calls
- Picture/video via mobiles
- E-mail bullying

Bullying – INCIDENT REPORTING FORM

FORM D

Location of incident:

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident

Two or three times

Several times

Persisting throughout the term

Persisting for more than one term

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Individual discussion with those involved

Notified parent(s) / carer(s) or relevant contact person

Notified class teacher / form tutor

group discussion with those involved

Other actions taken (tick as appropriate):

Medical treatment

Police involvement

Referral to other agencies
(Please provide details)

Other (please provide details)

Report to Governors

Support from specific staff

Bullying – INCIDENT REPORTING FORM

FORM D

Details of support systems/actions agreed with Child/Young Person, Parents/Carers:

Details of sanctions applied in line with school's / settings behaviour policy:

Follow up date set:	
Signed and with whom:	
Location:	
checked by Head of School or SLT Member	

Bullying – INCIDENT REPORTING FORM

FORM D

Outcomes to follow up:

Has the bullying stopped? Yes No

Details of further action to be taken if required:

Action:

By whom:

By when:

Further date for 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 Head of School or
SLT Member:

Bullying – REVIEW SHEET

FORM E

Date:	
Name of Reporter:	
Name of child(ren)/young person(s) involved:	
People present:	

How has the situation developed?

What does the person who was 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?

Bullying – TELL US WHAT YOU THINK

CHILD FORM F

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)

Bullying – TELL US WHAT YOU THINK

PARENT/CARER FORM G

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