

# PENSHURST CE PRIMARY SCHOOL



## ANTI-BULLYING POLICY

File name: Anti-Bullying Policy	Current version revised: Spring 2025	Statutory: No
Policy Owner: Full Governing Body	Review Date Spring 2026	Review period: Annually
Approved by the Governing Body on 25 <sup>th</sup> March 2025  Signed by the Chair of Governors: .....  Signed by the Headteacher: .....		

## **Key Contact Personnel**

Nominated Member of Leadership Staff Responsible for the policy: Sue Elliott,  
Headteacher

Designated Safeguarding Lead (s): Sue Elliott, Katy Foy and Collette Rainbow

Named Governor with lead responsibility: Sian Brink

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures**

# **Penshurst CE Primary School Anti-Bullying Policy**

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2024 and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

**Note:** When amending this template to reflect individual practice, settings may want to consider the DfE research into anti-bullying practices:

[www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

## **1) Policy objectives:**

- This policy outlines what Penshurst CE Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Penshurst CE Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## **2) Links with other school policies and practices**

- This policy links with several school policies, practices and action plans including:
  - Behaviour and discipline policy
  - Complaints policy
  - Child protection policy
  - Confidentiality policy
  - Online safety and Acceptable Use Policies (AUP)
  - Curriculum policies, such as: PSHE, citizenship and computing
  - Mobile phone and social media policies
  - Searching, screening and confiscation policy

## **3) Links to legislation**

- There are several pieces of legislation, which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  - The Education and Inspection Act 2006, 2011
  - The Equality Act 2010
  - The Children Act 1989
  - The Education (Independent School Standards) Regulations 2015
  - Protection from Harassment Act 1997
  - The Malicious Communications Act 1988
  - Public Order Act 1986

## 4) Responsibilities

- It is the responsibility of:
  - The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
  - Governors to take a lead role in monitoring and reviewing this policy.
  - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
  - Parents/carers to support their children and work in partnership with the school.
  - Pupils to abide by the policy.

## 5) Definition of bullying

- Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

## 6) Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  - Bullying related to physical appearance
  - Bullying of young carers, children in care or otherwise related to home circumstances
  - Bullying related to physical/mental health conditions
  - Physical bullying
  - Emotional bullying
  - Sexual bullying
  - Bullying via technology, known as online or cyberbullying
  - Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture

- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

## 7) School ethos

- Penshurst CE Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- ***Our Community:***
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
  - Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from the Local Authority and other relevant organisations when appropriate.

## 8) Responding to bullying

- The following steps may be taken when dealing with all incidents of bullying reported to the school:
  - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- The school will provide appropriate support for the person being bullied – making sure, they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

***Cyberbullying Note: Schools should ensure they access Childnet's Cyberbullying guidance***

- When responding to cyberbullying concerns, the school will:
  - Act as soon as an incident has been reported or identified.
  - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
  - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
  - Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (*Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully*)
- Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

### ***Supporting pupils***

- *Pupils who have been bullied will be supported by:*
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support, this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
- *Pupils who have perpetrated bullying will be helped by:*
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.

- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

## **Supporting adults**

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- *Adults who have been bullied or affected will be supported by:*
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern, ensure that appropriate action is taken in accordance with the schools' behaviour, and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.

*Note: Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: [www.kelsi.org.uk/child-protection-and-safeguarding/e-safety](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)*

## **9) Preventing bullying**

### ***Environment***

- The whole school community will:



- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### ***Policy and Support***

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### ***Education and Training***

- The school community will:
  - Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **10) Involvement of pupils**

- *We will:*
  - Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvas children and young people's views on the extent and nature of bullying.
  - Ensure that all pupils know how to express worries and anxieties about bullying.
  - Ensure that all pupils are aware of the range of sanctions, which may be applied against those engaging in bullying.
  - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - Utilise pupil voice in providing pupil led education and support
  - Publicise the details of internal support, as well as external helplines and websites.
  - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **11) Involvement and liaison with parents and carers**

- *We will:*
  - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
  - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
  - Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
  - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

## 13) Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Report form completed by: \_\_\_\_\_ Date of Report: \_\_\_\_\_

**Type of report:** Bullying ☐ Prejudice-based incident ☐

**Initial report made by:** Target ☐ Perpetrator ☐ or

**Third Party:** Staff ☐ Child / young person ☐ Parent / carer ☐ Other ☐

<b>BULLYING / INCIDENT WAS TO DO WITH</b> – tick the main focus of the bullying or incident (record other details in the next form.)		✓
<b>Appearance</b>	Hair colour, body shape, clothing etc	
<b>Disability / Special Needs / Medical condition</b>	Real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)	
<b>Ethnicity / Race</b>	Ethnic origin, skin colour, nationality, culture, language, real or perceived (racism)	
<b>Gender Identity</b>	Transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member. Language / stereotyped perceptions of gender (sissy, butch, she/he, gender bender) (transphobia)	
<b>Religion / Belief</b>	Beliefs, faith, lack of faith real or perceived (Islamophobia and anti-Semitism for example)	
<b>Home Circumstances</b>	Class background, low income, free school meals, young carer, looked after (chav, posh)	
<b>Sex</b>	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc	
<b>Sexual Orientation</b>	Related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.	
<b>Other</b>	Please describe:	

<b>BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT</b> – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
<b>Cyberbullying</b>	Internet, mobile phones, blackberry messenger, social media	
<b>Damage to property</b>	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
<b>Indirect / social</b>	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
<b>Physical Abuse (against staff)</b>	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
<b>Physical Abuse (against pupil / student)</b>		
<b>Possession / distribution of offensive materials</b>	Disseminating inappropriate materials	
<b>Sexual abuse / harassment (against staff)</b>	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching	
<b>Sexual abuse / harassment (against pupil / student)</b>		
<b>Verbal Abuse (against staff)</b>	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
<b>Verbal Abuse (against pupil / student)</b>		
<b>Other</b>	Please describe:	

<b>WHERE DID THE BULLYING TAKE PLACE?</b> – tick <u>all</u> that apply				✓
Bus		Corridor		Street
Canteen		Park		Taxi
Classroom		Playground		Toilets
Cloakroom/locker		Other (please describe)		

### Details of Reported Bullying / Incident

Name and Age/Year/Tutor Group of Target/s\*: \_\_\_\_\_  
\*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: \_\_\_\_\_

#### **Risk Assessment screening questions**

- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the answer is yes to any of these questions refer to the Neighbourhood Schools Officer for a full risk assessment.

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

If appropriate to your setting: Restorative approaches used? Yes / No

Follow-up

Report form completed by: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Date recorded on SIMS \_\_\_\_\_