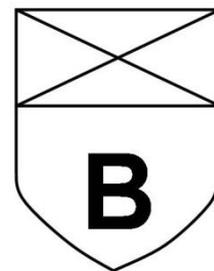


Policy

Bradfield CE Primary School



Anti-bullying and Harassment

Contents of Anti-Bullying & Harassment Policy

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ANTI-BULLYING AND HARASSMENT POLICY GUIDELINES

Summary for Headteachers

It is the headteacher who has the pivotal role in ensuring that the school fulfils its legal obligations and that anti-bullying and anti harassment procedures are developed and followed within the school. This summary may be a helpful tool within the 'self evaluation' context.

Responsibilities

- To ensure that the school has a policy on equal opportunities and anti-bullying which encompasses measures specific to harassment, including racial harassment.
- To ensure that the anti-bullying/harassment policy is known to all staff, to pupils, parents and governors; maintain it as high profile and ensure it is well known to the whole school community.
- To ensure that the procedures set out in the policy are carried out consistently and fairly by staff.
- To ensure that systems are in place for monitoring instances of bullying and harassment and the effectiveness of the policy.
- To report to governors at least once a term about the situation with regard to bullying and harassment and to inform them of the measures in place within school for combating them.
- To ensure that all school staff have the opportunity to receive training on appropriate methods of dealing with incidents of bullying and harassment (e.g. Restorative Justice, Peer Mediation).
- That the curriculum is sufficient and suitable to cover the issues around bullying and harassment.
- To establish systems which are perceived as supportive by pupils who are involved in incidents ('victims' and 'bullies'). Parents will need to be kept informed of the school response.
- To ensure that the ethos within school allows pupils to feel that it is 'safe' to tell and where they have the confidence to believe that school will deal effectively with incidents brought to their attention.

Strategies may include

- Involve the school community in writing the school policy on equal opportunities and anti-bullying and when reviewing it.
- Have a simple summary that is easily accessible to parents and available in community languages as appropriate.
- Use display material that promotes diversity and equal opportunities.
- Use whole school events to promote mutual respect and to highlight the values expressed by the anti-bullying policy
- Involve the pupils in devising systems for the playground which minimise the potential for conflict.
- Ensure that support assistants and midday supervisors are regarded as staff with high status by the pupils.
- Have a forum (e.g. school council) where it is possible for pupils to participate in the discussions and the decision making processes about appropriate responses to bullying and about preventative measures.
- Display agreed codes of conduct prominently in class and around the school.
- Have appropriate resources readily available for staff and ensure that materials to be used with pupils are timetabled so that they have different experiences each year.
- Have procedures in place for logging incidents, which are easy to understand, and simple to use.
- Organise regular sessions in school where all adults, particularly those new to the school can share information on the equal opportunities policy and the bullying policy with a view to developing an informed and consistent approach across the school.
- Ensure that the school has a named co-ordinator with responsibility for anti-bullying and anti harassment initiatives within the school. Ideally this person should be part of the Senior Management team and this person should also have appropriate training.
- Appoint a governor with responsibility for positive behaviour.

ANTI-BULLYING AND ANTI HARASSMENT POLICY GUIDELINES

Summary for Governors

Governors have an important role in ensuring that the school fulfils its legal obligations with respect to anti-bullying, anti harassment and anti racist policies and procedures. The governors have a responsibility to ensure that procedures undertaken in school are monitored and are effective.

Responsibilities

- Ensuring that the school's equal opportunities and behaviour policy make reference to the different forms of bullying and harassment.
- Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally.
- To ensure that staff receive appropriate relevant training to enable policies to be effectively implemented.
- To ensure that they are aware of any patterns of bullying and persistent parental complaints.
- To ensure that incidents are monitored and if appropriate policies and procedures are reviewed.
- To ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted within any review process.
- To support the headteacher in implementing school policy.

Strategies

- To become familiar with and clear about the school's current position on anti bullying anti harassment and equal opportunities.
- To attend training opportunities for governors on these issues.
- To clarify the pupil's position in implementing the policy.
- Where necessary to help to establish an action plan to review policy and procedures.
- To support the headteacher in establishing appropriate mechanisms for monitoring incidents.
- To help the headteacher identify ways of disseminating the policy to pupils and to parents.
- Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to the governors. Such concerns will need to be responded to.

ANTI-BULLYING AND HARASSMENT POLICY GUIDELINES

Summary for teachers

The role of the teacher is crucial in implementing the school's anti-bullying and behaviour policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti discrimination works in practice.

Responsibilities

- Ensuring that they know the content of the equal opportunities and anti-bullying policy.
- Ensuring that training opportunities are taken up.
- To be sensitive to the possibility of bullying and harassment and dealing with all incidents in a consistent manner in line with the school's guidelines including the logging and reporting procedures used in the school.
- Ensuring that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.
- Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of comments and or behaviour, which could be offensive to particular individuals or specific groups of pupils.
- Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.

Strategies

- Involve students in drawing up ground rules for class behaviour.
- Display agreed codes of conduct prominently within the class.
- Have regular opportunities for whole class and or small group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished.
- Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within the school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- Use of display materials within the classroom and around the school can help to promote positive values.
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment. Methods such as the 'no blame approach' ensure that the on-lookers no longer collude with bullying behaviour and develop a role in supporting anti-bullying values.
- Intervene when incidents are observed outside and inside the classroom so that pupils do not feel unprotected during particular parts of the day.

ANTI-BULLYING AND HARASSMENT POLICY GUIDELINES

Summary for support staff

The support staff of a school may include learning support assistants, clerical staff, mid day meal supervisors and the caretaker. These are adults who are often in a position to observe pupils out of the classroom. Therefore the contribution of support staff to the successful implementation of the anti-bullying policy is vital.

Responsibilities

- Ensure familiarity with the school's equal opportunity and anti-bullying policies.
- To attend training (which may be within school) on dealing with instances of bullying and harassment
- To be sensitive to all instances of bullying and harassment within the class and around the school; to deal with every incident in a fair and consistent manner according to the school's guidelines.
- To find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people.
- Midday supervisors to be informed about pupils' dietary requirements.
- To report incidents of bullying and harassment as set out within the school's guidelines.

Strategies

- Participate in training to become familiar with the school's equal opportunities, anti-bullying and anti harassment policies.
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently.
- Intervene in any incident observed around the school.
- Remain calm and avoid getting into confrontations with pupils.
- Model ways of talking and behaving which exemplify respect for the individual.
- Challenge stereotypic remarks e.g. sexist comments; racist assumptions.
- Keep a watch out for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils.
- Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour.

ANTI-BULLYING AND HARASSMENT POLICY GUIDELINES

Summary for parents/carers

Parents and carers have a very important role in supporting the school to implement its anti-bullying and behaviour policy effectively. Here are some ways in which you can be helpful.

Responsibilities

- To ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.
- To sign the home/school agreement and to abide by that contract.
- To work in partnership with the school on encouraging positive behaviour, valuing and respecting difference.
- To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner.
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children.
- To inform staff of any significant change in circumstances which may affect the way in which pupils respond in school.
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude.
- To communicate to children that you trust the school and staff to deal appropriately with incidents that arise and which school are aware of.

Strategies

- To clarify with staff the school's approach to working with parents.
- To be aware of opportunities offered for formal and informal consultation with parents.
- To discuss school incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication.
- To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of school.
- To tell the class teacher of any concerns about bullying or harassment. Check out school procedures asking to be kept informed of any action taken.
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with the school policy.

ANTI-BULLYING AND HARASSMENT POLICY GUIDELINES

Summary for pupils

This policy is for you. However it is you and the other pupils/students who have the greatest responsibility in ensuring that the policy in school is effective in preventing and responding to bullying or harassment incidents.

Responsibilities

- To not become involved in bullying incidents.
- To be aware of the school's way of dealing with incidents and of the kinds of support available.
- Always tell a member of staff if you think bullying is happening.
- Talk to your parents/carers about any worries you may have.
- Support pupils who may be subjected to bullying.
- Be prepared to speak up if you see or hear something you think is unfair.

Strategies

- Value pupil differences and treat other people with respect.
- Use the school's procedures if you suspect incidents are taking place.
- Be alert in those places around the school where there is less adult supervision e.g. the playground, the toilets, corridors and stairs.
- Get involved in writing and of following rules guiding work and behaviour in the classroom and the school.
- Co-operate with other pupils to help the school as a whole deal with bullying and harassment efficiently e.g. by joining the school council
- Encourage teachers to discuss bullying issues. Take part fully in the curriculum opportunities offered e.g. stories, poetry, surveys and role-play.
- Provide good role models to younger pupils and support them if bullying occurs.
- Keep parents and carers informed about activities in and out of school. Contact support agencies for help if necessary.

Anti-Bullying and Harassment Policy

Member of staff responsible: Headteacher

Introduction

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness

Definition of Bullying

Bullying can be defined in a number of ways. We follow DfES guidance which defines bullying as: **“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”**.

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse e.g. hitting, pushing, pinching or kicking
- having personal possessions taken e.g. bag, coat, lunch box
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin

The School Council reviews their definition of bullying annually.

Specific Examples of Bullying

Racist / Religious intolerance bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist / religious jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist/ religious leaflets, comics or magazines
- inciting others to behave in a racist/ anti-religious way
- racist/ religious graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play
- Macpherson report 1999
- Theft
- Cyber internet bullying

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape

Sexual orientation bullying– this can happen even if the pupils are not lesbian, gay or bisexual. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

School Statement of Intent (with regard to its position on bullying)

Bradfield CE (VA) Primary School believes that:

- Bullying is undesirable and unacceptable
 - Bullying is a problem to which solutions can be found
 - Seeking help and openness are regarded as signs of strength not weakness
 - All members of the school community will be listened to and taken seriously
 - Everyone has the right to work and learn in an atmosphere that is free from fear
 - All of us have a responsibility to ensure that we do not abuse or bully others
 - Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
 - Young people should be involved in decision making about matters that concern them
 - We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse
- (See our Behaviour Policy)

Aims of the Policy

- To assist in creating an ethos in which attending our school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at our school
- To enable everyone to feel safe while at our school and encourage pupils to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying

Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy
- To maintain and develop effective listening systems for pupils and staff within the school
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills necessary to deal with bullying
- To involve the wider school community (e.g. midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents
- To communicate with parents and the wider school community effectively on the subject of bullying
- To acknowledge the key role of the class teacher in dealing with incidents of bullying
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

Specific School Targets

Our school targets for the current year are as follows:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy
- To ensure all staff are familiar with reporting incidents procedures
- To ensure all incidents of bullying are recorded
- To ensure that governors are made aware of any bullying incidents in the termly Headteacher's Report

Other school targets may include the following, which are given as examples:

- To ensure every pupil receives regular Circle Time opportunities
- To train pupils in 'talk times' strategies

Code of Conduct (with regard to school behaviour and relationships within the school community)

"Good behaviour is a necessary condition for effective teaching to take place."

We recognise that all adults in the school are in effect role models for the pupils. The way in which we behave towards each other and to pupils is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every pupil and other colleagues within the school community as individuals and reinforce our Values ethos
- be aware of vulnerable pupils
- criticise the behaviour rather than the pupil
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of all pupils
- never give pupils ammunition to use against each other
- actively seek to develop a praise culture within our school

Pupils also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- show respect for their fellow pupils and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

(See Behaviour Policy for rules and procedures- rewards and sanctions)

Any incidents relating to bullying will involve pupil and parent meetings with the headteacher (the victim and the proposed bully) to discuss through different strategies and steps of action as appropriate to the severity of the incident. All events will be investigated prior to these meetings to ensure a fair representation for both parties from all parties in the school community.

Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

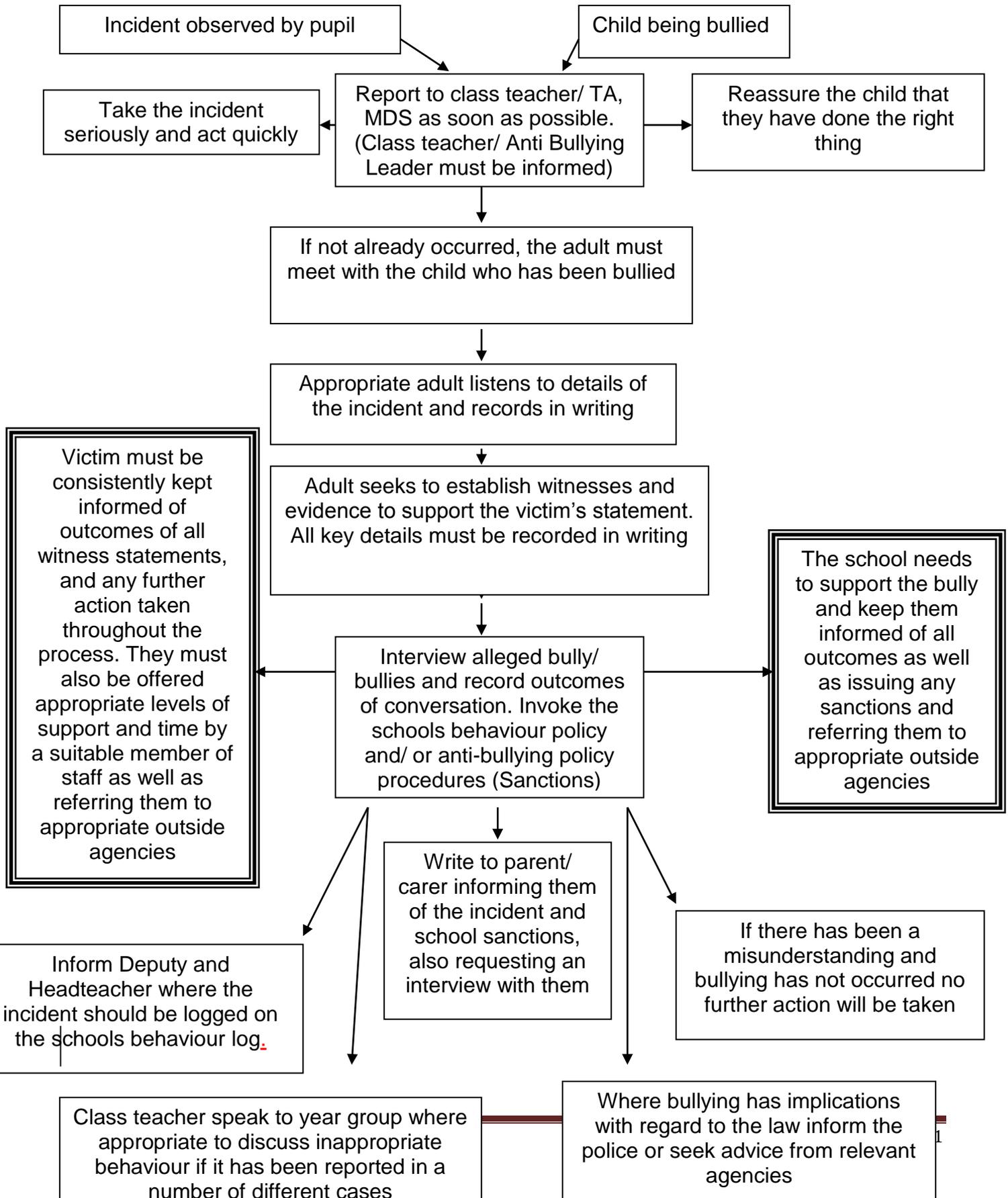
Bradfield CE Primary School will record all bullying incidents, and these will be distinguished between types of bullying, and the gender and ethnicity of victims and perpetrators.

Procedures and Dealing with Incidents – A Whole School Approach

Role of pupils and staff in reporting and recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. See below.

Anti-Bullying and Harassment Immediate Response Chart



All bullying and racist incidents must be reported to the SLT and recorded on the School's log books for either a Bullying incident or a Racist incident. Our Anti-bullying Lead is the headteacher.

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately
- Make an appointment to see your child's teacher
- Explain to the teacher the problems your child is experiencing

When talking with teachers about bullying

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns

If your child is bullying others

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

Sanctions

Bradfield CE Primary School will follow the set procedures to implementing sanctions where a bullying incident has occurred, through our Behaviour Policy. In the event of all other avenues being exhausted or in particularly serious cases this may lead to exclusion.

The revised DFCSF Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states.

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work
- Circle Time
- Circle of Friends
- ELSA support (Emotional Literacy)
- Outside agencies – support groups
- Peer mediation
- Anti-bullying box (talk time box)
- Midday supervisor training
- Peer counselling
- Buddy systems
- PSHE & citizenship programmes
- Self esteem workshops

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made and a pink form completed and given to the Head Teacher.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing
- The pupil’s age, maturity and competence to make their own decisions

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

Support for Pupils who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away
- Get away from the situation as quickly as possible
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied

- Tell a teacher or another adult you trust within school
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you
 - How often it has happened
 - Who was involved
 - Who saw what was happening
 - Where it happened
 - What you have done about it already
- For contacts and details of where to seek help outside school see appendix.

Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis. (This may initially show a rise in bullying due to awareness being raised)

Dissemination of the Policy

Available on the website

By request from the school office

Staff can access policy files in key areas in the school (policy file in the office and on the office hard drive)

This policy will be discussed annually in team meetings with all staff members

Governors can access policy on request

Policy Review and Development Plan

The policy will be disseminated in Jan 2016 with all staff and reviewed in the autumn term annually by pupils, staff, SLT and governors, through team meetings, pupil questionnaire and school council meetings.

Priority areas for development of anti-bullying within school.

1. Ownership of anti-bullying policy and awareness of different types of bullying and the school approach to bullying incidents
2. Anti-bullying leader to attend conference and cascade information back to all staff and make changes as appropriate
3. Set up recording methods and procedures and after annually analysing data and include an action plan for the current SDP with appropriate strategies

APPENDIX

Appendices

School Bullying Incident Form

Ensuring Ownership of Your Schools Anti-Bullying Policy

Local and national contacts

Bibliography

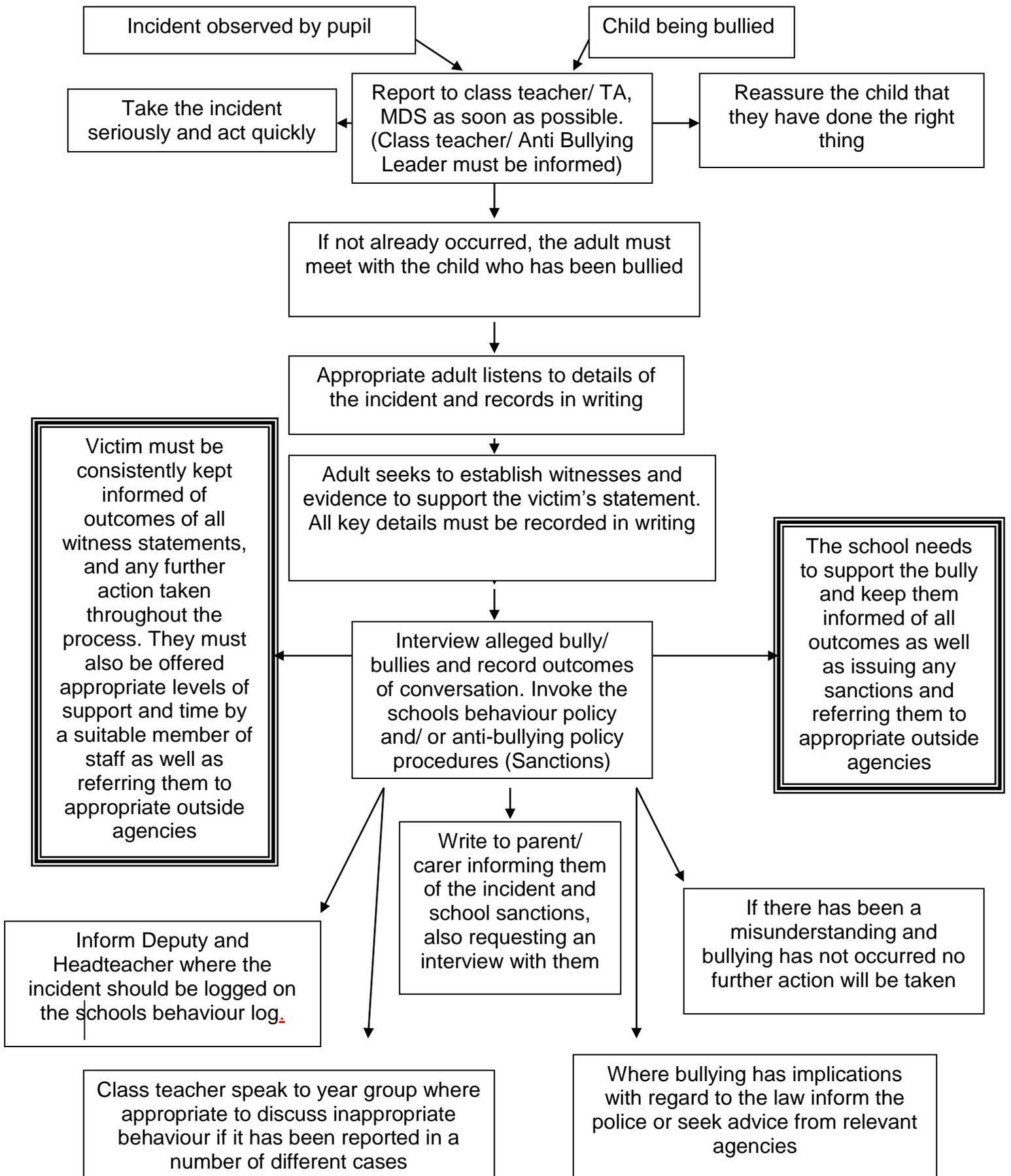
DFCSF Guidance – Bullying Don't Suffer In Silence – Updated September 2002

Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools – 2003

Kidszone – information taken from web site

Anti-Bullying and Harassment Immediate Response Chart



School Bullying and Harassment Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Receiving abusive text messages or e-mails	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance	<input type="checkbox"/>	Disability	<input type="checkbox"/>
Gender	<input type="checkbox"/>	Race/ ethnic origin	<input type="checkbox"/>
Religion	<input type="checkbox"/>	Sexuality	<input type="checkbox"/>

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/ guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies? _____

Signed _____ Designation _____

Return to (Head teacher)

Ensuring Ownership of your Schools' Anti-bullying Policy

It is essential that all schools do not only have an anti-bullying policy in place, but they ensure all relevant members of the school community are consulted before it is implemented.

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

Awareness raising helps people understand the problem and agree a definition of bullying which can be owned by the whole school.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Pupils may be provided with a draft policy to discuss at home or within school.

A working party can help with formulating the draft policy including governors, midday supervisors, pupils, teachers, parents and members of the wider community.

Schools which involve pupil representatives have found their suggestions practical and sensitive to the schools positive ethos. Support is also available through the Health promoting Schools Programme to develop a whole school approach to bullying.

Local and National Contacts

Local Contacts

Staff training and inset – PSHE & Citizenship Team

National Contacts

Telephone Numbers

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying

Peer Support Networker www.peersupport.co.uk

Newsletter linked to Peer Support Forum