



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

ANTI BULLYING POLICY



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Anti Bullying Policy

Type: School Policy	Website: Yes	Author: T Logan reviewed by Interim Headteacher N Dewhurst
Approved: September 21		Reviewed: September 2024 Next Review: September 25
Frequency: Annual		Delegated: Governors - Full
Notes:		

CONTENTS

Aims	page 4
Introductions	page 4
Legislation & Guidance	page 4
Definitions	page 5
Types of Bullying	page 5
Roles & Responsibilities	page 6
Statutory Implications	page 7
Prevention	page 8
Signs of Bullying	page 9
Managing Disclosures	page 11
Procedures	page 12
Sanctions	page 12
Support	page 13
Monitoring & Review.....	page 14
Associated Policies and Documents	page 14

AIMS

- For all students, staff and community members to recognise bullying as an unacceptable, anti-social behaviour, and actively work together to challenge it
- To have a robust system which prevents, challenges and responds to bullying wherever it occurs
- To raise awareness of the nature and impact of bullying and what systems are in place to deal with this
- To promote the emotional resilience of children and young people to deal more effectively with bullying in all settings
- To provide a school environment in which students can receive their education in safety and with confidence
- Relationships in the school will be conducted according to Christian principles of mutual respect and tolerance

INTENDED PURPOSE OF THE POLICY

St Cuthbert's RC High School believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

Everything we do and every interaction at St Cuthbert's is based on our core values of respect, love, compassion, stewardship and service. **St Cuthbert's RC High School will not tolerate bullying and will seek to deal with it quickly and effectively.**

All students should be able to work in a safe, caring, supportive environment and bullying has no place in this vision or in our school. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the school's Behavioural Policy, which is communicated to all students, school staff and parents.

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

This policy includes:

- Bullying of students by students within school
- Bullying of and/or by students outside of school, where the school is aware of it

Allegations about bullying of students by staff will be dealt with under the school's Safeguarding Policy.

1. LEGISLATION & GUIDANCE

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988

- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2. Definitions

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

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

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

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

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

3. TYPES OF BULLYING:

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another student because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur. Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour.

Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic/biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

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

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

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

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

4. Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented. The Senior Assistant Head for Pastoral must report on a termly basis to the LA on all confirmed reports of bullying.
- Arranging appropriate training for staff members.

Heads of year are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents when more serious bullying incidents occur.
- Being alert to social dynamics within their year group

Staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the student's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

The Health & Wellbeing Officer is responsible for:

- Offering emotional support to victims of bullying.
- Monitoring any wellbeing alerts that are received from students via class charts.
- Alerting the relevant heads of year regarding any incidents of bullying.

Parents are responsible for:

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

Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

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

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

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.

All reported or investigated instances of bullying will be investigated by a member of staff.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary School RSE and Health Education Policy.

Staff will encourage student cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other students who do not abuse or take advantage of others.

Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

All members of the school will be made aware of this policy and their responsibilities in relation to it.

All staff members will receive training on identifying and dealing with the different types of bullying.

A safe place, supervised by a member of staff, will be available for students to go to during free time if they feel threatened or wish to be alone. The adult supervising the area will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Students deemed vulnerable, as defined in [section two](#), will meet with their form tutor on a weekly basis, where necessary and appropriate, to ensure any problems can be actioned quickly. Form tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

Before a vulnerable student joins the school, the student's form tutor and the DSL will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the school.

The school will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.

The school will be alert to instances of the sharing of indecent imagery of students amongst the school cohort, and will evaluate whether the instance is part of normal sexual development or whether it presents a safeguarding concern; the latter instances will be managed in line with the Child Protection and Safeguarding Policy.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

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

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at school and/or at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Students who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a student is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's form tutor, who will investigate the matter and monitor the situation.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one student towards another will always be challenged and will never be ignored.

As a minimum requirement staff must report any concerns regarding bullying to the relevant Head of Year or Pastoral Managers. If they cannot be found the information should be given to a member of the Pastoral Team or the Assistant Head for Pastoral. Staff **MUST** also record their concern on Class Charts using the Negative Bullying/homophobic/transphobic button. It may also be deemed necessary to record on CPOMS to the safeguarding team.

Staff will always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless the student has given consent, or there is a safeguarding concern.

If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Preventing peer-on-peer abuse

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

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

Sexual violence refers to the three following offences:

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

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

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

The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in skills for life lessons and through the form teacher programme, relationships education and group sessions. Such content will be specific to age and stage of development, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that students of any age and sex are capable of abusing their peers, and will never tolerate abuse as "banter" or "part of growing up". Staff will also be aware that peer-on-peer abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing/initiation-type violence.

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

All staff will be made aware of the heightened vulnerability of students with SEND, who are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

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

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

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

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

9. Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary.

Staff will report all allegations of abuse against students to the DSL. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

If a report involves a student with SEND, the DSL will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk
- If a student is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSC.
- Rape, assault by penetration and sexual assault are crimes – reports containing any such crimes will be passed to the police

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

10. Cyberbullying

The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.

The school will support students who have been victims of cyberbullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

11. Procedures

Minor incidents will be reported to the Pastoral Managers will investigate any allegations or suspicions of bullying taking statements from all of those involved set appropriate sanctions for the perpetrator and inform the head of year in writing of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

Sanctions

If the pastoral team is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The pastoral team will inform the student of the type of sanction to be used in this instance, e.g. detentions or service-based activities, and future sanctions if the bullying continues.

If possible, the pastoral team will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent.

Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

The head of year informally monitors the students involved over the next half term.

Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

13. Support

Key staff/areas of school that can offer support include:

- Form Tutor.
- Head of Year, Pastoral Managers, Assistant Head
- Inclusion Manager/Behaviour Manager
- Mediation through Restorative Practice by identified pastoral staff and/or SELECT interventions
- School Nurse
- Peer Mentors
- Health Champions
- LGBT support group
- SENDCo, Assistant SENDCo and learning support team
- Health and Wellbeing Officer

The form tutor, Head of Year and Pastoral team will check in with the student to check whether the bullying has stopped.

The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

If necessary, group dynamics will be broken up by members of staff by assigning places in classes. The victim will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues.

Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support

The progress of both the perpetrator and the victim will be monitored. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents after the incident. Students who have been bullied will be supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their head of year or a member of staff of their choice

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

Students who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

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

14. Bullying outside of school

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

Teachers have the power to discipline students for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the student on school premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a student. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

15. Monitoring and review

This policy is reviewed every two years by the headteacher and the DSL. The scheduled review date for this policy is **date**.

A senior member of this school staff will be identified to lead on the implementation of the policy and act as the link person with the LA and outside agencies.

An annual report will be made to the governing body, including statistics about:

- The number of reported concerns
- Monitoring information about the students involved
- Motivations for bullying
- Actions taken and outcomes

Associated policies & documentation:

- Equality and Diversity Policy
- Behaviour Policy
- Acceptable Use Policy (internet safety)
- Safeguarding (child protection) Policy

- Child Protection Policy
- Complaints procedures
- SEN Policy and Practice

SCRCHS - Anti Bullying Policy APPENDIX 1

ACADEMIC YEAR 20XX/XX – XXXXX TERM 20XX

Please complete the form using totals only for each category even if you have returned individual forms to the LA.

For a nil return complete only

Section 1

Section 1: Overall Information	
School Name:	
Responsible member of staff & contact details:	
Total number of incidents recorded as bullying during the XXXXX Term 20XX	

Section 2: Gender profile (Please include numbers as relevant)			
Victim Profiles Overall figures		Perpetrator Profiles Overall figures	
Male	Female	Male	Female

Section 3: People involved (Please include numbers as relevant)				
Category	Victim Profiles Overall figures		Perpetrator Profiles Overall figures	
	Male	Female	Male	Female
Group				
Unknown				
Student/Student				
Teaching Staff				
Other Staff				
Other				

Section 4: Location (Please include numbers as relevant)			
School premises		Outside school premises but involving school personnel	
School visit		School or public transport	
Internet/social networks		Local shops	
Town/village centre		Other location	

Section 5: Incidents - Please include numbers as relevant (One incident may involve more than one category)

Physical (such as violent acts or non-consensual touching)	
Verbal (such as name calling)	
Non-verbal (such as glaring at someone)	
Sexual (such as making homophobic/lewd comments or non-consensual sexual touching)	
Social (such as excluding someone from social groups)	
Technological (such as cyber bullying or sending hateful text messages or emails)	
Other	

Section 6: Action Taken - Please include numbers as relevant (One incident may involve more than one category)

Pastoral		Referral		Fixed Exclusion	
Discipline		Restorative approaches		Permanent Exclusion	
Other					

Section 7: Parties Contacted - Please include numbers as relevant (One incident may involve more than one category)

Parents/guardian		EWO	
Schools -based Police Officer		Other	

Thank You for completing this form!

Please return this document via email, fax or post to: **xxxxxxx,**
School Improvement Team,
Floor 4, Number 1 Riverside, Rochdale, OL16 1XU
Email: xxxxxxxxxxxxxxxxxxxxxxxxxxxx
Fax Number: 0844 963 2421

SCRCHS - Anti Bullying Policy APPENDIX 2



Early Help and Schools
Bullying Incident Report Form for
Schools
(For central monitoring purposes only)

Date of Incident

Time

Victim profile	Perpetrator profile
Name	Name
D.O.B.	D.O.B.
Gender	Gender
Student/Staff/Other	Student/Staff/Other

Before recording an incident it may be useful for staff to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

(Although incidents may not be bullying, including cyber bullying, they should always be followed up thoroughly in the school/setting and dealt with appropriately.)

Type of incident: (Tick as appropriate)

- Physical (such as violent acts or non-consensual touching) ☐
- Verbal (such as name calling) ☐
- Non-verbal (such as glaring at someone) ☐
- Sexual (such as making homophobic/lewd comments or non-consensual sexual touching) ☐
- ☐ Social (such as excluding someone from social groups) ☐
- Technological (such as cyber bullying or sending hateful text messages or emails) ☐
- Other (please specify) ☐

Brief details of incident:

.....

.....

.....

.....

...

.....

.....

...

Location: (Tick as appropriate)

School Premises	<input type="checkbox"/>	Outside School premises but involving school personnel	<input type="checkbox"/>
School Visit	<input type="checkbox"/>	School or public transport	<input type="checkbox"/>
Internet/social networks	<input type="checkbox"/>	Local shops	<input type="checkbox"/>
Town/village centre	<input type="checkbox"/>	Other location	<input type="checkbox"/>

Action taken: (Tick as appropriate)

Pastoral	<input type="checkbox"/>	Referral	<input type="checkbox"/>	Discipline	<input type="checkbox"/>
Fixed exclusion	<input type="checkbox"/>	Permanent exclusion	<input type="checkbox"/>	Restorative approaches	<input type="checkbox"/>
Other (please specify) <input type="checkbox"/>					

Parties contacted: (Tick as appropriate)

Parents/guardian	<input type="checkbox"/>	School based Police Officer	<input type="checkbox"/>
EWO	<input type="checkbox"/>	Other	<input type="checkbox"/>

Signed **Date**

Name **Position**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'

(Preventing and Tackling Bullying - Advice for headteachers, staff and governing bodies, DfE March 2014)

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventingand-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-healthwithout-mental-health-across-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtcr.org/educational