

Anti-Bullying Policy

Myles Academy Principles

- *“Myles Academy reject all forms of bullying and will act swiftly and decisively if and when such cases emerge.*
- *We are committed to the establishment and maintenance of safe, caring, equitable, and inclusive school environment in order to maximize the learning potential of all students.*
- *“Our policy is to teach students to deal with conflict in a positive way, and thereby build confident and capable young people.”*
- *“Myles Academy aims to help our students to identify bullying when it happens and to speak up to trusted adults about it after it occurs.”*

Created: January 2023

Review Date: January 2024

Signed: Natasza Hughes – Head of School

Signed: Sue Lau - Proprietor

Contents:

- Introduction
- Definitions
- Bullying by members of staff / adults
- Organisation and arrangements
- Procedures

- Training and support for staff
- Guidance for parents
- Positive steps to prevent bullying
- Evaluation

Appendix 1: Complaints procedure for pupils

Appendix 2: Procedures for staff when dealing with incidents of suspected bullying

Appendix 3: Complaints procedure for parents

Appendix 4: Bullying Report Form for Staff

- **Introduction**

The proprietors and staff at Myles Academy are of the firm belief that, although children and staff are generally kind and considerate to each other, there is a need to be constantly vigilant to eliminate any instances of behaviour that is upsetting or otherwise stressful to the recipient. We aim to provide and equip students with the skills and attributes needed to be successful beyond school. We have high aspirations and expectations for all individuals so that they can become confident, responsible and independent students. This policy is closely linked to the School's Behaviour policy and the "Every Child Matters" framework and its purpose is to clearly define the School's position in relation to bullying. Also, to provide a framework that enables all staff to take a fair and consistent approach when dealing with instances of bullying.

This is an extremely important area as we work with children who exhibit emotional and behavioural difficulties and they have often been hurt themselves. They often seek to retaliate against people and things. Containing these complex and persistent aggressions within the peer group is one of our primary professional tasks. Any failure to do so will release sub-cultural peer group reactions, which may have serious consequences for a number of our students. We need to be aware of these peer group dynamics. We have to monitor the peer group very carefully for signs of intimidation and bullying. We must then take considered and decisive action.

In developing a whole school policy towards bullying we start with the knowledge that this

behaviour, in all its forms, will occur from time to time in the school. This is true of every school. It is an on-going feature of working with children and a particular feature of our working with S.E.N. students, who in the vast majority of cases, come to us with a history of either being bullied or have bullied others. It will occur again. The frequency and intensity of this problem will depend largely upon the ethos of the school, the intervention strategies we employ and our capacity to contain and manage the interpersonal behaviour of our students. This implies a vigilant and consistent approach by all staff who all carry a very heavy duty of care for every pupil placed with us. Many are particularly vulnerable given the nature of their previous experiences. Our policy on bullying is one important aspect of our professional obligation to create a caring and protective environment for our students.

- **Definitions**

Myles Academy does not accept bullying under any circumstances. Bullying is defined as "behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can be pupil on pupil, pupil on staff/adult, staff/adult on pupil, and adult on adult.

Bullying is **NOT** the same as a one-off argument, fight or disagreement. Bullying is a one-way, distressing and hurtful act towards a victim, not an exchange between equals or good-natured fun.

General forms of bullying:

- Physical
- Verbal
- Non-Verbal
- Cyber bullying/ E-bullying

Forms of bullying may include:

- Name calling
- Violent behaviour or assault
- Damaging or stealing property belonging to somebody else
- Persuading pupils to do things they don't want to
- Punching, pushing, pinching, hitting or kicking
- Teasing
- Intimidating behaviour
- Damage to school work and/or equipment belonging to somebody else
- Threats
- Offensive comments
- Spreading rumours
- Excluding people from groups or activities
- Homophobic/racist/cyber bullying
- Intimidation or threatening use of social media platforms

It is important that pupils learn that one person's good-natured teasing may, to another person, be unkind and even cruel bullying. Pupils are taught, through their tutor groups and Personal, Social and Health and Citizenship Education (PSHCE), to recognize the difference between teasing and bullying. They are also taught to understand that what is meant as good natured teasing may not always be received in the same way and that bullying may be unintentional.

It is not necessarily the way that behaviour is intended, but the way it is received that is important in identifying and tackling instances of bullying. It is understood that children can both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical or social characteristics, anyone can be bullied for any reason of difference. Individuals may resort to bullying for a range of reasons and the School will seek to support the bully as well as the bullied.

Homophobic bullying is the targeting of individuals on the basis of their perceived or actual sexual orientation. Cyber bullying/E-bullying is the use of information communication technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else. Racial bullying is any bullying of a person or groups because of their colour or ethnic background.

Harassment

A definition of harassment as applied to age, sexual orientation, religion or belief and race and ethnic and national origin is:

Unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Incidents should be reported in the first instance to the immediate line manager. Line managers are free to involve senior staff in investigations of incidents, but the individual member of staff has recourse to the full range of outside agency support. It is expected that such a step would only be taken after discussions with the Headteacher.

Emotional and Physical Symptoms Linked to Bullying

It is often hard to spot children who are experiencing bullying. By its nature, it is an insidious activity that usually goes on out of sight of staff. The victim is often reluctant to come forward because they feel that 'telling' might only make matters worse for themselves and make the situation worse. The following symptoms might be an indication that a pupil is being bullied:

Emotional

- Lost confidence
- Loss of self-esteem
- Irritability
- Aggression
- Panic attacks
- Depression
- Suicidal thoughts

Physical

- Sleeplessness
- Nausea
- Shaking
- Heart Racing
- Skin Complaints
- Stomach Aches
- Headaches

- **Bullying by members of staff / adults**

Staff/adults must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff/adults. Forms of bullying by staff may include:

- Teasing pupils about physical features or personal characteristics
- Invading personal space
- Inappropriate role modelling
- Ridiculing the work of a pupil

- Making fun of a child's name by using a similar word
- Showing inconsistency in the way sanctions or rewards are applied
- Physically intimidating pupils
- Insulting or swearing at other members of staff
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive, or are unnecessarily personal

Staff/adults must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter. Any member of staff/adult who feels he/she is being bullied should initially raise the matter with his/her line manager. If the problem persists, he/she should seek help and advice through the Head Teacher. It is important that adult's model appropriate behaviour and support the development of moral values.

The following guidelines provide a framework for containing and changing attitudes towards bullying. These have been compiled with reference to advice from the DfES anti-bullying guidance pack, *Bullying: don't suffer in silence* (2002) and *DCSF Safe to Learn* (2007), Equality Act 2010, DfE Preventing and Tackling Bullying 2014 and , DfE Supporting Children and young people who are bullied: advice for schools March 2014 . They are aimed at creating an ethos that will not tolerate the oppression of one person by another. These guidelines aim to establish a whole-school policy and contain both long and short-term strategies that involve the school organisation and curriculum.

- All students, parents and staff must recognise that any form of bullying is completely unacceptable in our school. This message will be made explicit when a child and their family/carers first come for interview; it will be stated very clearly to students and will be reiterated regularly in school assemblies and tutor meetings.
- No member of staff or pupil must ever ignore a pupil being bullied or in distress as a result of being bullied. No tales of bullying must ever be discounted. They must be recorded in the student Log Book and thoroughly investigated. Seeing and doing nothing is professionally indefensible. It implies support for the aggressor and is the worst response an adult can offer. It offers no help to the victim and is an act of collusion with the bully.
- Staff will undertake training to recognise and understand what constitutes bullying and how to deal with it. The Anti-bullying Alliance modules 1-7 will be used at <http://www.anti-bullyingalliance.org.uk/onlinetraining>.

- **Organisation and arrangements**

ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for pupil/staff behaviour. The Headteacher is to encourage good behaviour and respect for others on behalf of pupils and in particular, preventing all forms of bullying among pupils. The Headteacher empowers members of staff to impose disciplinary sanctions for inappropriate behaviour. Class teachers and support staff play a role in resolving problems of alleged perpetrators and they are responsible for managing the situation and coordinating the actions of other members of staff when tackling complaints of bullying. Any complaints of bullying received by any member of staff must be reported to the Deputy Head and dealt with as quickly as possible by that member of staff.

All Staff play a major role in both establishing and managing standards of behaviour in the classroom and elsewhere on the School premises in accordance with the school behaviour

policy, with help and support from the Headteacher, Senior Leadership Team and members of the Support Staff. All members of staff have a responsibility to support each other and to keep channels of communication open so that information regarding possible bullying is passed on to relevant staff as quickly as possible. This will enable a coordinated and consistent approach towards dealing with any problems. All staff have a responsibility to treat complaints of bullying as sensitively as possible. Confidentiality should be maintained as far as is possible, particularly when the complainant may be vulnerable to reprisals. Where there are concerns regarding the safety of pupils, the DSL (Designated Safeguarding Lead) will be informed. All reports of bullying will be addressed and the priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken. The school will work to help and support those responsible for the bullying to understand the impact of the bullying and to change their behaviour.

Peer Mentors: Peer mentors will be encouraged to talk and support younger pupils as part of their role in the School. Additionally, they will be expected to set a good example in the way they behave towards each other. They are expected to take an active role in upholding the standards of behaviour expected by the school and to report any instances of bullying to Class Teachers, Support staff or Senior Leadership.

Pupils: All pupils are taught to take responsibility for their own behaviour and actions and to treat one another with respect and kindness; Pupils are also taught that they have a responsibility to report any incidents of bullying to a member of staff. This forms part of their Personal, Social, Health, Citizenship and Education course and such matters may also be the subject of some Assemblies and Tutorials. Any member of staff that receives a complaint or report of bullying must deal with this information as soon as possible.

Parents: Parents' responsibilities are to support the School in the implementation of the Behaviour Policy. Also stress their role in sharing concerns as soon as possible and work in partnership with / supporting each other. It is important to share information and give feedback, and address a complaint if they feel that there has not been a satisfactory outcome. Parents are always free to involve the LA's Parent Partnership for additional support in any conflict resolution process.

- **Procedures**

Any child at School who feels bullied, or is unhappy in any way about the way that he or she is being treated by another pupil(s) or staff, should feel able to speak to any member of staff, outside agencies and be confident that their concerns will be taken seriously and treated sensitively. Children at the School who witness bullying must also be taught and feel confident to report their concerns to a member of staff, without fear of ridicule or reprisals. Class teachers and Key workers play a key role in resolving problems of alleged bullying and counselling both potential victims and alleged perpetrators. Any complaints of bullying received by any member of staff must therefore be reported and effectively dealt with as quickly as possible by that member of staff. The procedure at Appendix 1 provides a framework for pupils that they will be encouraged to follow if they are worried and need to seek help. However, it is understood that every child and every situation is different, pupils may seek help in many different ways and staff must remain alert at all times to calls for help, both direct and indirect. The procedure at Appendix 2 is to be followed by staff when dealing with incidents of suspected or actual bullying. The procedure at Appendix 3 provides a framework for dealing with complaints from parents

DOCUMENTATION

Any complaints of bullying, either formal or informal, should be logged on a Bullying Record Log by the recipient of the complaint. Other documentation should be completed in

accordance with the procedure outlined in Appendix 2.

MONITORING AND REVIEW

Incidents of bullying at the School will be monitored by the Key workers and the Senior Leadership team to identify any patterns i.e.

- Recurring complaints of bullying against a particular pupil or group of pupils.
- Evidence that a particular child is, for some reason, becoming a target for bullies.
- Particular times of the School day/week when bullying is tending to occur.
- Particular situations where bullying may be occurring.

In the event that a pattern appears to be forming, Key Workers and the DSL will work to address the problem, both with the individuals concerned and more widely through the Intervention system, PSHCE teaching and other measures as appropriate, including involving parents. Procedures will be reviewed in consultation with pupils, staff and parents at least biannually and updated.

- **Training and support for staff**

All staff will be made aware of the School's Behaviour and Anti-Bullying policies and procedures as part of their general induction to the School and regular updates and reinforcement will be given through INSET sessions, Staff Meetings and other training sessions as necessary. Instances of bullying or suspected bullying will be discussed at weekly team meetings and staff will be informed, consulted and given guidance in respect of particular problems and/or general School policy. Any member of staff who feels he/she needs help and support in dealing with a bullying problem should approach their line manager, a member of the Senior Leadership Team or an experienced colleague and help will be forthcoming. Strategies that prove effective in helping both/either bullies or the bullied should be shared with colleagues as a regular part of departmental meetings/Staff Briefings/ Staff meetings and by other more informal means as appropriate.

Implementation:

- Use Anti-bullying week
- Use assemblies/ posters to give out key messages
- Provide details of "someone to turn to" for pupils and parents/ carers: (school and external e.g. Childline)
- Produce leaflets for pupils, parents and staff.
- Provide training for staff
- Use curriculum to discuss with pupils.
- Implement new strategies

- **Guidance for parents**

Parents who have concerns will be listened to carefully and their concerns will be carefully and sensitively investigated (see Appendix 2). Parents who request it will also be given copies of the School's Behaviour policy and procedures and Antibullying policies and procedures, both of which will be published on the School's website.

- **Positive steps to prevent bullying:**

- Always be aware of the school's physical environment. It is difficult to specify where

bullying is likely to occur in buildings and grounds such as ours, but by visiting 'quiet' locations frequently and by knowing where all the children you are responsible for are playing/occupied (and with whom), difficulties are less likely to occur.

- Good supervision is a key requirement for controlling bullying behaviour and ensuring the safety and security of students. All colleagues will follow school policies with regard to supervision both during activities and especially during unstructured 'free time'.
- All staff must be vigilant for the early signs of distress in students.

For example: Isolation, A desire to remain with adults all the time and Erratic attendance. Although these behaviours may be symptomatic of other problems, they may indicate that bullying is taking place. Likewise, everybody must be observant for any other indications that a child is being targeted.

Some examples include:

- Personal equipment, belongings or clothes being 'lent' or going missing
- Money received from home going quickly
- Clothes being damaged
- Bruising/injuries
- Children must not 'buy off' the bully with sweets or other 'presents' and they must never give in to demands for money. They are strongly recommended to talk to a member of staff, a pupil they trust or any name in their students' handbook. (See child protection procedures and the students' handbook.)
- Children are not encouraged to hit back. We are a 'talking' school and never advocate aggression as a means of solving problems. It may well also be contrary to the child's nature. We seek to resolve conflict creatively and constructively.
- Non-violent behaviour must be recognised and celebrated. The means of rewarding it are detailed in the school's behaviour and discipline policy.
- The victims of bullies need their self-esteem raised through activities designed to improve their social skills. They need support from all the involved adults, both at school and at home, to counter feelings of inferiority and guilt. Suggestions for suitable activities and strategies are the responsibility of all staff and will be reflected in individual support work, individual education plans and tutorial work.

Any sexist or racist comments must be challenged. Once again, a failure to act implies concurrence. We have a very determined equal opportunities policy and the ethos we are trying to maintain is well documented.

Bullying as a subject will be addressed in the following ways:

- The school curriculum addresses the issue of bullying in various ways. PSHCE addresses the issue directly and attempts to make students aware of the issue and its implication for all concerned. It also attempts to equip students with the knowledge and skills necessary to deal with the various forms of bullying, which may occur. The emphasis is on care and respect for one another and an acceptance and acknowledgement of the different qualities each student brings to the school. In English opportunities which arise from the study of literature are used to examine bullying and its consequences. Science, Art, Music and Physical Education directly encourage teamwork and sharing, as do most other subjects on the curriculum. Cyber

bullying is addressed in ICT / e-safety lessons and standalone lessons around the issues relating to bullying take place during the year particularly during Anti Bullying Week every November.

- Ancillary/domestic staff must be encouraged to report any incidents of bullying that they see. This coincides with their role in the school's policy on behaviour and discipline. It is discussed regularly in their meetings with supervisory staff.

- **Evaluation**

The policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying.
- Fewer students report being bullied or that they are bullying.
- More students say that they would not join in bullying someone else.
- More students would tell a member of staff if they were being bullied.

In conclusion, the following points are worth re-iterating:

- Bullying does not stop of its own accord. It must be stopped by all staff acting with a common purpose, through a commonly understood set of procedures. There is no perfect system for eradicating this problem. It is ever-present and needs to be dealt with firmly and constructively as part of the inclusive ethos of the school.
- Small children who are bullied tend to become larger children who seek to bully others. We need to break this pattern. We need healthy traditions which can only emerge from children feeling safe within our environment. How children treat others depends very much on how they themselves are treated. We must at all times protect them from the bully.
- A successful anti-bullying policy has the spin-off effects of a reduction in general anti-social behaviour in the school. This enhances the personal and social environment of the school. It gives the personal safety and protection to each child which is his right and which we must constantly vigilant to maintain.
- All actions taken in response to any incident involving bullying must be clearly recorded with appropriate follow up and feedback to all parties involved.

Further advice and information for all staff and students can be found at

www.bullying.co.uk.

Appendix 1: Complaints procedure for pupils

Complaints Procedure for Pupils While you are at School

We hope that you will be as happy and content as possible, but life does not always go as smoothly as we would like. Often our grumbles are about little things but occasionally a situation is more serious and we get worried.

What should you do when you want to complain or just talk to somebody about something that has happened or that you are worried about?

This sheet is for your use. It explains what you can do if you are worried, if you want to complain about something, or about the way you have been treated either by another pupil or by a member of staff. You can always get a copy of this sheet from the School Office. If there is anything on the sheet that you don't understand ask a member of staff or a friend to explain it to you.

What to do if you just want to talk to someone:

- Remember you have friends who may be able to help you.
- You may feel able to turn to an older boy or girl for advice or you could talk to one of the Mentors in school.
- Your Key Worker is always ready to help and so are other members of staff. There may be times when you feel you can't talk to anybody at School and this is perfectly alright and quite natural.

You can talk, telephone or write to any of the following:

- School staff, your parents/carers or other relatives or friends
- Childline: 0800 1111

What to do if you want to complain about someone or something You may find it easier to write down your feelings rather than talking about them. If so:

- Write to your Key worker
- Pass your letter or sheet to your Key Worker or staff you trust. This member of staff will talk to you and help deal with the problem.

Your

Name.....

.....

What is bothering you?

.....
.....
.....
.....
.....

APPENDIX 2: Procedures for staff when dealing with incidents of suspected bullying

Procedures for Staff when dealing with incidents of suspected bullying

Staff must always take a potential victim seriously and seek to offer support. All incidents of suspected bullying must be reported immediately and dealt with appropriately. If more than one member of staff is involved, they should work together to provide a coordinated approach.

Opportunities should be created whereby the pupil can be encouraged to express their concerns safely and in confidence. Sufficient time should be set aside for the supporter to listen and take note.

Initial Strategies to use with children involved

1. All pupils involved should be spoken to, individually if necessary, and what they say should be recorded in writing on the Bullying Report Form.
2. The child who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.

3. The perpetrator(s) should also be counselled about what they can do and what they would like to happen in order to resolve the situation.
4. Wherever possible, both parties should be dealt with sensitively and carefully, as it will be very frightening for some children.
5. The member of staff should inform parents where necessary.
6. Return to the victim one week later to check that everything has settled down and there are no further concerns.

Reporting incidents of suspected bullying

1. Perpetrators need to be reported using the Bullying Report Form.
2. Key Workers should be notified of victims so that they can monitor them.
3. All incidents and discussions with staff and children should be recorded, in writing and filed in the bullying file which can be found in the main office.

Formal Strategies/Procedures for continuing problems

In the event of ongoing or repeated problems, further action should be taken as follows:

1. The situation should be monitored closely by the member of staff involved who will co-ordinate assistance of other staff as appropriate.
2. Action should be taken to ensure that the child involved suffers from no adverse consequences and to verify and stop any bullying.
3. If further incidents occur, the perpetrator(s) should be spoken to by the school staff as appropriate. Every endeavour should be made to explain why bullying is wrong and to find ways to help the pupil change his/her behaviour.
4. The parents of the bullied child and the perpetrator will be contacted to discuss further action, which may include the sanctions outlined below.
5. All incidents and discussions with staff, children and/or parents should be recorded, in writing and filed in the main office.

Sanctions/Punishments in respect of continued bullying All staff involved will work together at all stages to agree and apply appropriate action, which may include:

1. Discussing matters and counselling the pupils involved
2. Involving and working with parents to agree strategies to tackle the problem
3. Various withdrawals of privileges
4. Extra work on rights and responsibilities
5. 1-1 Interventions and/or restorative work.
6. Fixed term exclusion from School
7. Permanent exclusion from School (in extreme cases as a last resort)

Informal procedures for Staff (to be followed in all instances)

1. The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
2. Key Workers should be informed and involved immediately.
3. Seek advice from senior members of staff, if necessary.
4. Support should be given to both the victim and the bully. This may include taking action to help raise self-esteem and feelings of self-worth, understanding how actions affect others and learning how to co-operate.
5. The School's Behaviour policy should be reinforced through classwork and assemblies.
6. If appropriate, pupils who feel they are being bullied should be counselled by their Key Worker or member of SLT to help them look at their own behaviour which may, in some instances, attract or provoke bullying. In these cases, pupils may need help to develop strategies to help them to stop being a natural target and to cope with bullies effectively.

Complaints from parents In the event that a complaint is received from a parent that their child is being bullied, the member of staff should respond in accordance with the School's Complaints procedure (see Appendix 3). This means that he/she should:

- Listen to what the parent has to say and get as much information as possible i.e.
- Who are the children allegedly involved?

- Has there been one incident or does there seem to be an ongoing problem?
- What exactly has happened? Acknowledge the complaint and give assurance that the matter will be investigated as quickly, sensitively and as thoroughly as possible, in accordance with the School's Complaints Procedure.

The member of staff should not be pressurised into giving an instant judgement or explanation

APPENDIX 3: Complaints procedure for parents

INTRODUCTION

Myles Academy prides itself on the equality of the teaching and pastoral care provided to its pupils. If parents do have a complaint, however, they can expect it to be taken very seriously by the School and to be treated by the School in accordance with this procedure.

PROCEDURE

Stage 1 – Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally. If parents have a complaint, in the first instance they should normally contact their son/daughter's Key Worker. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Key Worker cannot resolve the matter alone, it may be necessary for him/her to consult a senior member of staff as appropriate. Complaints made directly to the Headteacher will usually be referred to the relevant Key Worker, unless he/she deems it to be so serious that it should be dealt with immediately under Stage 2 of this procedure (detailed below). The Key Worker will make a written record of all concerns and complaints on the day on which they are received and take immediate action to investigate the problem and develop strategies to resolve it. This may include involving other staff and co-ordinating a joint approach to the problem. Should the complaint not be resolved to the satisfaction of all parties within five working days, then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

Stage 2 – Formal resolution

If the complaint cannot be resolved on an informal basis, then parents should put their complaint in writing to the Headteacher. The Headteacher will decide, after considering the complaint, the appropriate course of action to take.

Step 1

In most cases, the Headteacher will meet/speak to the parents concerned, normally within three days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

Step 2

It may be necessary for the Headteacher to carry out further investigations. If the complaint is against a member of staff, he/she will be made aware of the complaint against him/her and the matter will be dealt with in accordance with the School's internal disciplinary procedure. The Headteacher will keep written records of all meetings and interviews held in relation to the complaint.

Step 3

Once the Headteacher is satisfied that, so far as is reasonably practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headteacher will also give reasons for his/her decision. In the event that action is being taken in accordance with the School's Internal Disciplinary procedure, Stage 2 of the Complaints Procedure will normally be suspended until the outcome of the Disciplinary procedure is known. Parents can be assured that all concerns and complaints will

be treated seriously and confidentially. Correspondence, statements and records will be kept confidential where possible.

APPENDIX 4: Bullying Report Form for Staff

Bullying Report Form

Name of person filling out this

form:.....

Name of person (perpetrator):.....

Name of person (Victim):

Date:... Time:.....

Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions /kit taken or damaged	
Physical /being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)			

What happened during this incident:	
Who was present?	
Where did this occur?	

Action Taken:

Has this issue been resolved: Yes / No

	Date	Time	By Whom?	By direct contact, telephone, letter?
Head teacher				
Carer / Parent				
Social Worker / LEA				
Police				

Any Further action required?