

## Elm C of E Primary School

### Whole School Anti Bullying Policy

#### 1. What is Bullying?

##### a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people.

##### b) A Definition of Bullying

Bullying is a subjective experience that can take many forms.

At our school we define bullying as:

'Emotionally or physically harmful behaviour which is:

- Repetitive, willful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless'.

**For the children at our school the definition of someone who bullies is someone who:**

'Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell someone or who makes you feel small.'

##### c) Bullying Forms and Types

The school recognises that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

##### Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic / 'cyberbullying'** - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

### **Specific Types of Bullying**

Specific Types of Bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, the person who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- Children who experience bullying

Some children can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

### **d) Recognising Signs and Symptoms**

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical,

emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possession go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service.

### **Recognising Reasons for why Children may Bully**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

## **2. Implementing the Anti Bullying Policy in our School**

### **a) Introduction**

This anti bullying policy is set within the wider context of the school's overall aims and values.

In addition to our School Aims, at Elm C of E Primary School:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school policies which support our Anti Bullying policy include whole school Code of Conduct and Discipline, PSHE and Citizenship, the Single Equality Scheme, safe guarding policies such as Child Protection policy and Intimate Care policy, acceptable use of ICT policy, confidentiality, Health and Safety and staffing policies

As well as engaging in the National Healthy Schools Programme, we are also participating in the following local and national programmes and areas of work which support the implementation of this policy: Primary/Secondary Strategy for Behaviour and Attendance including the Social and Emotional Aspects of Learning Programme (SEAL) and CPD for teachers.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. In line with national guidance the school has allocated specific responsibility for anti bullying work to the school's Deputy Headteacher who is also the PSHE co-ordinator and will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- evaluating data to inform policy development
- co-ordinating anti-bullying curriculum opportunities
- overseeing the effectiveness of the anti-bullying prevention and response strategies
- supporting staff to ensure alignment with the school anti-bullying policy and practice.

### **b) Policy Aims**

The aim of this anti bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti bullying ethos and culture. The policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.

- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To ensure all staff are trained and supported and model positive relationships

### c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- staff including teachers and support staff who are trained in listening skills and anti bullying issues
- playground leaders
- online web based reporting systems e.g. school's anti bullying website

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- the school's behaviour and anti bullying leaflet for children and families
- the school's prospectus
- the school's notice/information board
- the school's anti bullying website

### d) Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved.

In cases involving cyberbullying, the school will follow the guidance issued by the DCSF in 2007 in addition to the principles outlined in this policy.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

- **Monitoring and recording behaviour and relationship issues.** The school follows a clear pastoral support system, which enables challenging behaviour and relationship

problems to be identified, recorded and addressed. This process is part of the school's overall behaviour management policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves e.g. using a class behaviour book to record incidents, using the school's definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred.

- **Making sure the person being bullied is safe and feels safe.** When a CYP reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner.
- **Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').** Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies are also recorded. The logging form covers
  - Date, time incident reported
  - Member of staff to whom the incident was reported
  - Date, time, location of alleged incident
  - Nature of the alleged incident from the perspective of the person being bullied, witnesses and other parties.
  - Date, time when parents/carers were informed
  - Details of immediate action taken
  - Details of follow up strategies including outcomes of mediation and reconciliation process

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. Children are invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate children are told what should happen to the information. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in children's individual files and noted in the whole school Bullying Log Book kept by the Headteacher. **(See appendix 1, Incident Form)**

The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the RaID website. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. An additional written record will also be kept and summarised the governing body.

**(See appendix 2 RaID / Sample Racist Incident Report Form)**

- **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to

resolving the situation. The school believes that children causing harm should be held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied;
- Accepting responsibility for the harm caused to others (for example staff, friends or family);
- Recognising the need to take action to begin to repair the harm caused; and
- Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

- The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:
  - Impress on the perpetrator that what he/she has done is unacceptable
  - Deter him/her from repeating that behaviour
  - Signal to other children that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the children who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. This approach gives the best chance that bullying will not be repeated. The school will draw upon the school's Code of Conduct and Discipline policy and follow the system for sanctions given there.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

- **Communicating with the whole school community.** The school will communicate to other relevant children that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers.
- **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.** Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

### **Responding to incidents of bullying which occur off the school premises.**

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can raise concerns and take steps as appropriate e.g. offer children and parents/carers strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones

### **e) Working with Parents/Carers**

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote. A cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children to learn about the consequences of their actions.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher and more senior members of staff such as Deputy/ Headteacher will be involved where appropriate. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school in the Class Behaviour Book. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

#### **f) Following Up / Supporting and Monitoring**

The school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form a part of the school's anti bullying preventative work. Our strategies include:

- Providing opportunities for class discussion or, circle time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals
- Employing our experience and training in techniques such as Solution Focused Problem Solving to support individuals and groups where appropriate (SEAL and PSHE materials).

## **g) Prevention**

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Code of Conduct and Discipline
- Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Implementing a Personal Safety Programme such as the Cambridgeshire Staying Safe Programme
- Ensuring that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti bullying for all relevant staff including playground staff
- Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground leaders
- Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support children moving across key phases e.g. Y6 to Y7
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites

## **h) Delivering the Entitlement Curriculum for Friendships and Relationships and Bullying in our school**

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of

children's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Cambridgeshire Primary Scheme of Work for PSHE and Citizenship / Secondary Personal Development Programme in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
- The school is also implementing the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school approach to enhancing children's learning and understanding in relation to social, emotional and behavioural skills.
- The school also uses the Cambridgeshire Education Child Protection Service 'Staying Safe' Programme.
- The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lessons and focussed events.
- Other curriculum areas such as Citizenship, Religious Education, Humanities, History
- Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education, outside agencies.

See school's PSHE and Citizenship policy for further detailed information on curriculum planning, teaching methodologies and teaching resources

### **i) Children's Consultation and Participation**

The school considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work.

The school adopts a number of methods for promoting pupil consultation including:

- Class and school councils
- Focus groups and face to face discussions with small groups of children
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.
- Surveys including written questionnaires, draw and write and research designed and carried out by children

### **j) Whole Staff Awareness and Training Opportunities**

The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and

forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to anti bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the anti bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

### **k) Involving Outside Agencies**

The school seeks the support and guidance from relevant and local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

### **l) Monitoring and Evaluating the Anti Bullying Policy**

The school's anti bullying policy and practice is regularly monitored and evaluate to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review is coordinated by the SMT and involves monitoring and evaluating anti bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- surveys and questionnaires
- focus groups and interviews
- whole school audit tools

The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring. Other informative data includes:

- Records of peer mentoring initiatives or playground projects
- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Risk assessment for children who exhibit sexually inappropriate or harmful behaviours.
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy School theme of 'Emotional Health and Wellbeing (including bullying)

- Information contained in School Development Plans

The results of the review are used to inform areas for school development, which are included in the School Improvement Plan and other appropriate actions plans where relevant.

The policy is reviewed every three years

Review date: March 2014

## **Appendix 1 - A Sample Incident Report Form**

### **Logging and Filing information**

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

# **Incident Form**

Child's Name:

Date:

**Note of Incident**

Completed by:

Signed:

Date:

## Appendix 2 – Sample Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website <http://www.ccc-raid.co.uk/> (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or [Judith.evans@cambridgeshire.gov.uk](mailto:Judith.evans@cambridgeshire.gov.uk) or Health Lawrence at CREDS on 01223 568841 or [heather.Lawrence@cambridgeshire.gov.uk](mailto:heather.Lawrence@cambridgeshire.gov.uk))

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

### RACIST INCIDENT REPORT FORM

School/Establishment .....

Date & time of Incident.....

Victim's name..... Year Group/Age <input type="checkbox"/> Outside Person(s) inc. Parents/Carers <input type="checkbox"/> Teaching Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Unknown <input type="checkbox"/>	Perpetrator's name..... Year Group/Age <input type="checkbox"/> Outside Person(s) inc. Parents/Carers <input type="checkbox"/> Teaching Staff <input type="checkbox"/> Support Staff <input type="checkbox"/> Unknown <input type="checkbox"/>
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**Nature of incident** (*tick any that apply*):

- |   |   |   |
|---|---|---|
| Racist comments and language <input type="checkbox"/> | Ridicule and ostracism <input type="checkbox"/> | Provocative behaviour <input type="checkbox"/>                      |
| Verbal abuse and threats <input type="checkbox"/>     | Racist graffiti <input type="checkbox"/>        | Possession/distribution of racist material <input type="checkbox"/> |
| Physical assault <input type="checkbox"/>             | Written abuse <input type="checkbox"/>          | Other <input type="checkbox"/>                                      |
|   | Damage to property <input type="checkbox"/>     |   |

Details of incident:.....

..... *To be completed by designated member of staff*

Action taken.....

..... *(continue on separate sheet if necessary)*

Have parent(s)/carer(s) of victim been informed?      YES      NO

Have parent(s)/carer(s) of perpetrator been informed?      YES      NO

Perpetrator's ethnic origin (including Traveller or Refugee) .....

Victim's ethnic origin (including Traveller or Refugee).....

Outcome recorded in victim's/perpetrator's files (*please circle*)

Record completed by:.....

Signature of designated Member of SMT:.....

Date:.....