



Anti-Bullying Policy

Reviewed by: HLH and HSW Committee
Date: 17th June 2019

Date policy agreed:	Oct 2017
Date of next review:	June 2020

1 Context

1.1 Our School Values

Our values are courage, kindness, respect, aspiration and safety. This policy and our practice in anti-bullying work sit firmly within and is defined by these values.

1.2 Purpose of the anti-bullying policy:

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- Ensure those using bullying behaviour are supported to change their behaviour
- Outline the consequences including sanctions for those who bully
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Promoting students' spiritual, moral, social and cultural development and British Values

We are committed to developing SMSC and promoting British values as part of bullying prevention work in particular aiming to develop in pupils:

- the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- an understanding of the consequences of their behaviour and actions
- an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
- an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Our stated commitment is that when a pupil or parent/carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated

- whether it is a bullying incident or relational conflict, together we will find a way to tackle it
- someone will be there to help and support them.

2 Definitions

2.1 Bullying

In our school we use the definition of bullying outlined in the *Bullying and prejudice – based incident recording and reporting guidance for Brighton & Hove Schools, 2015*:

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

We define cyber bullying as *the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.*

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space. There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

We recognise that adults can use bullying behaviour and that adults can be bullied by members of the school community too. This policy covers all bullying involving pupils. If an adult feels they are being bullied by another adult member of the community they are referred to our Whistleblowing Policy.

2.2 Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents/carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils / students may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.

2.3 Forms of bullying

Bullying can take many forms:

- Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- Verbal bullying (name calling, taunts, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

We participate in the Council's annual Safe and Well School Survey and in this pupils report that verbal bullying is the most common form of bullying. They also report that bullying takes place most commonly on the playground.

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

2.4 Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at developing specific work or practice to prevent bullying of groups of pupils. Some of these methods are listed in section 3.1.

2.5 Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

2.5 Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. We will sometimes seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

2.6 Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues staff aim not to wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk or lesbian, gay, bisexual or transgender pupils might fear that reporting of bullying might cause staff to ask questions or make assumptions about their sexual orientation or gender identity. Wherever possible and appropriate we will involve those who are experiencing bullying in finding the solutions.

Staff must also be aware of those pupils who may for a range of reasons be more likely to use bullying behaviour towards others and should intervene early to prevent this.

The Safe and Well School Survey shows an overlap between the groups of pupils and students who report being bullied and those who report bullying. Therefore working with all those involved in bullying incidents is crucial.

3 Prevention of bullying

3.1 We use a range of strategies to prevent bullying behaviour:

- The school values of respect, safety, courage, aspiration and kindness are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.

- Bubble Time and Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- The Carden Ambassador Team provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Peaceful Problem Solving Process is actively taught to enable pupils to resolve friendship problems and low level bullying behaviour without adult intervention
- We regularly survey pupils through the *Safe and Well School Survey* and use this to inform developments
- Our CPOMS recording system is used to monitor patterns of behaviour and incidents to ensure that trends and ongoing issues are addressed.
- Local organisations such as Allsorts Youth Project, Safety Net, Extra-Time and Albion in the Community are used to support our anti-bullying work by for example talking about the impact of prejudiced based bullying
- The values of the school and School Rules are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

3.2 Staff training

All staff new to the school receive a copy of this policy. There is at least one annual training for all school staff on one aspect of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour including cyber-bullying and are trained to identify, record and challenge prejudiced based bullying and incidents. We recognise that staff training is often needed to develop a full understanding of how bullying can affect specific groups of pupils and we access this from specialist services including for example Allsorts Youth Project, Anti-Bullying Alliance (SEND bullying project) and Show Racism the Red Card. When needed seek advice from the Council on training available locally and nationally.

4 Strategies for responding to bullying behaviour – a whole school approach

4.1 Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher or any other adult in school
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Using 'bubble' time

Parents and carers **must** inform us if they think or know there is a problem for their own child or for another child. They can do this by contacting class teacher or any member of the senior leadership team.

4.2 Recording bullying

All incidents of bullying are recorded. The member of staff who was told about the incident should record the allegation on CPOMS and senior staff will investigate the issue. Outcomes of the

investigation are also recorded on CPOMS. If the outcome of the allegation does identify bullying is happening (as opposed to a relational conflict) it is then also recorded on the LA recording form and termly data on bullying is also reported to the LA. We use these systems so that we can monitor the individual incidents and also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudiced based incidents using the same system, but record them differently so that we can report on two separate data sets.

4.3 Risk assessment screening

In line with Brighton & Hove guidance we ask the targets of bullying the following risk assessment screening questions:

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

If the person answers yes to any of the four questions then our school may offer them or their parents or carers the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. This will ensure in partnership with the school that the victim / target is fully supported through the process of resolving bullying under Brighton and Hove Victim and Witness Service Standards.

The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk. A duty officer is available Mon to Fri 0900-1700 to provide advice and guidance regarding any prejudiced based/hate incident concern. The Police can be contacted in an emergency on 999 or at other times on 101.

4.4 Responding to bullying

All pupils / students have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all always tell someone. Adults will usually need to intervene to stop bullying
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

Pupils (if you have been bullied)

- If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Speak to one of our Playground Buddies
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone we cannot help you.

Parents and carers

- Listen and talk to your child about the situation and discuss and agree next steps
- Contact staff if you are worried or concerned
- Monitor social networks/computer use.
- Reinforce the value of good behaviour

Parents/carers should be aware that:

- Responses to concerns will follow this policy and our Communications Policy
- That sometimes what initially may be perceived as a bullying incident may, after investigation be relational conflict and will be dealt with as such
- That the school may not always be able to share full information about another pupil's special educational needs or other confidential information
- That interventions must be based on a pupil's age and stage of development e.g. very young pupils cannot always be expected to reliably tell the difference between intentional or unintentional hurt

For further advice read this leaflet from [Brighton & Hove City Council](#)

School Staff

- Take seriously any report of bullying and ask the risk assessment screening questions described in section 4.3
- Record it and report it via CPOMS.
- Senior Staff will then investigate the bullying case and will:
 - Speak with the person targeted for bullying and involving them in what they would like to happen next
 - Speak to the pupil/pupils/person carrying out the bullying behaviour and find out their perspectives
 - Find witnesses to explain what they saw
 - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying
- We will challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The pupil saying they are being bullied will be asked to record and report any incidents which cause them concern.

Head teacher and governors

- Reports of bullying and prejudiced based incidents will be made by the Head teacher to the governing body
- The Head teacher will also report on the Safe and Well School Survey
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

4.5 Interventions to support responses to bullying

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. We use our learning mentors and the Neighbourhood Schools Officer to provide this educational input. When appropriate and with the agreement of all parties we also run restorative justice sessions to encourage those involved to take responsibility for and more amends for their actions.

RESPONSES TO BULLYING – EARLY INTERVENTION

- Vulnerable Pupil Register

This is used to help identify and monitor pupils where staff may have concerns. It is an essential tool in early identification.

- Bubble Time

All classes from Yr1-6 use Bubble Time as an essential part of communication within the class. The principle being that any pupil who has concern or a worry puts their name in the Bubble. The adults in the class then know there is an issue and make time to talk with the child at an appropriate time. In Yr1 this is introduced as the year progresses and pupils become ready to use it. In Yrs2-6 it is explicitly launched each September. This is a key part of our pastoral support programme for pupils.

- Peaceful Problem Solving Process

This is part of the SEAL curriculum and supports pupils in developing the skills to sort out friendship issues. (See Appendix 1)

-Time Out/In

Time Out/In strategies are used for key pupils within behaviour contracts or any pupil needing time to calm down and be removed from a situation. We regard an important part of a child's social development in learning to recognise when they need Time Out/In themselves rather than having to be sent for Time Out/In by an adult. Time In is when a pupil has a safe quiet space in the classroom to stay in when they need to calm down. Time Out is when a pupil has a designated space in another teacher's classroom.

- Lunchtime Club

This club runs on a daily basis by our inclusion mentors and members of the SLT. Pupils may attend for a variety of issues but with regards to dealing with bullying it is an essential tool. Pupils who may have experienced bullying or other friendship issues may need a safe space to play and time to talk to an adult. Pupils who may have displayed bullying behaviours may need support with social skills and communication. It is also a crucial space in which staff can observe pupils at play and pick up on any key issues or trends.

- Specific responses to cyberbullying

Cyberbullying differs from other forms of bullying due to its invasiveness and the potential size of the audience, and because cyberbullying yields evidence in a way that other forms of bullying do not.

- The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation.
- There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites.
- Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
- Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.
- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
- Once the person responsible for the cyberbullying has been identified our usual sanctions and steps to deal with it are applied.
- Acceptable Use Policies (AUPs) for internet and mobile use should be enforced and sanctions applied where suitable and practical.
- Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

RESPONSES TO BULLYING – FURTHER INTERVENTIONS

These are just some of the tools we may use to deal with a bullying situation. We may use some, all or even just one of these strategies depending upon the individuals involved and their needs.

- Inclusion Mentor Support

This support is individually tailored to each pupil or group of pupils involved. It may take the form of playtime support, 1:1 sessions or group sessions. It will often involve work with parents/carers and families.

- Circles of Friends

This intervention involves pupils supporting pupils. A key child may need social support and a group of friends is elected and supported by staff to do so in an appropriate manner. (See Appendix 2)

- No Blame Approach

The No Blame Approach is:

“A strategy that is safe, that does not accuse, interrogate or alienate young people. It is a process that improves relationships between young people and the adults working with them.”

George Robinson & Barbara Maines
Crying for Help: The No Blame Approach to Bullying

The approach includes the following essential elements:

- encouragement of empathy
- shared responsibility
- problem-solving

(See Appendix 3)

-Reflections, Behaviour Contracts, Internal & External Exclusions

-Anger management & Nurture groups

Some pupils may be identified as needing extra support with social skills and confidence. The SENCO identifies such pupils with staff support and delivers interventions on a weekly basis to identified pupils.

4.5 Sanctions

While we will always do our utmost to work with any pupil we must recognise that in line with our behaviour policy there are times when sanctions need to be put in place. Sanctions by themselves are unlikely to change bullying behaviour but the following sanctions in line with the school's Behaviour Policy will be used where appropriate to send a clear message about the seriousness of the behaviour. These sanctions are all out lined in detail in our behaviour policy. These might include:

- Official warnings to cease offending or withdrawal of certain school privileges
- Reflections
- Involvement of the Neighbourhood Schools Officer (the Police)
- Exclusion from certain areas of premises
- Internal exclusion
- Minor fixed-term
- Major fixed-term exclusion
- Permanent exclusion
- Parents and carers of those involved will be informed of any action taken.
- Records will be kept on pupils' files.

Cross references to other school policies:

- Safeguarding Policy
- Communications Policy
- Equality Policy
- Behaviour Policy
- Acceptable Use Policy
- E-safety Policy
- Social Media Policy
- SEND local offer
- Complaints Procedures

Complaints

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website or by contacting the school office.

Monitoring and Evaluation

This document will be monitored and evaluated annually and updated to take account of new Government and local guidance, and the views of the whole school community.

Appendix 1: Bullying and Prejudice Based Incident Report Form

Report form completed by: _____ Date of Report: _____

Type of report: Bullying Prejudice-based incident

Initial report made by: Target Perpetrator or

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

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

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

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

Details of Reported Bullying / Incident

Name and Age/Year/Tutor Group of Target/s*: _____

*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: _____

Risk Assessment screening questions

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

If the answer is yes to any of these questions offer a referral to the Community Safety Casework Team or the Police

Please give a description of bullying / incident reported

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

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

Follow-up

Report form completed by: _____

Date recorded on SIMS _____

Appendix 2

Tips for schools: Supporting and communicating with parents and carers about bullying

Parents and carers through the Parents' Forum have told us that generally schools are doing a good job in resolving bullying, but could do better in involving and communicating with them. These tips have been put together by the Council, the Parents Forum and other Community and Voluntary Sector organisations to improve this.

General good practice:

- Provide new families to the school with information about anti-bullying and equality practice in your school (including the [Brighton & Hove leaflet for parents and carers](#))
- Provide regular communications to all parents and carers about bullying and prejudice based incidents (including definitions and how to recognise signs and support their child)
- Inform parents and carers about the range of work the school is doing to encourage positive behaviour and respect for others and when possible involve parents and carers in planned activities (such as those for anti-bullying week)
- Encourage positive behaviour and respect for others inside and outside of school
- Share good practice with other staff and schools
- Ensure appropriate confidentiality is maintained when bullying is disclosed.

Communicating with parents and carers:

- Recognise that parents and carers want what's best for their child and therefore adopt a non-judgemental and respectful attitude
- Recognise that parents and carers come with their own experiences, including negative ones around these issues and this may inform how they present
- Be explicit when communicating an issue regarding bullying and clarify what you have explained to them to ensure understanding
- Avoid jargon and acronyms when communicating with parents and carers
- Listen to parents and carers' concerns and advise them that you will record the incident, investigate and that the issue will be taken seriously
- Ask the parent, carer and child what they would like to happen and agree actions together
- Agree a timescale for the actions, agree when the school will feedback and identify a named person for the family and child to talk with
- Keep parents and carers informed about what is happening with their child at school – both the parents of the child that is being bullied and the child exhibiting bullying behaviour and do this as an issue emerges rather than when it has become serious or embedded
- Signpost to support services and give them information about bullying, including the school's Anti-Bullying Policy and Behaviour Policy
- Keep written notes of conversations so there is an accurate record of what you were told and the action you have taken
- Feedback to parents and carers within agreed timescales after the incident has been reported and then follow-up after another period of time (a month) to ensure that the matter has been resolved
- Ensure parents and carers know how to make a complaint or take the matter further.
- For further support in developing whole school approaches to anti-bullying and equality email pshe@brighton-hove.gov.uk