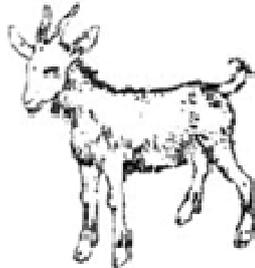


Edwalton Primary School

Anti-Bullying POLICY



Written in July 2013 in line with NCC guidance
Revised in November 2016

Designated teachers: Brian Owens (Headteacher), Annabel Holmes (SENCO, Anti-bullying co-ordinator), Trish Gilbert (HLTA SEN/Safeguarding, Anti-bullying co-ordinator).

To be reviewed annually – next review due November 2017

The Aims of this Policy

The ethos of Edwalton Primary School centres around the social and emotional well-being of all pupils and staff - providing a safe and supportive environment which promotes the well-being and development of all members of the school community. As bullying in any form would compromise the ethos of our school we understand the importance of preventing it when possible and dealing with it firmly and consistently. The aim of this document is to define bullying and help staff recognise their responsibilities and have clear guidance about what to do if bullying was to occur. It will demonstrate that:

- We recognise that bullying behaviour can occur in any work place or school.
- We wish to prevent incidents of bullying in our school.
- We understand that victims of bullying behaviour need to know what to do when/if it occurs.
- We understand that victims of bullying behaviour often become perpetrators of bullying.
- We recognise the damage to self-esteem and emotional well-being that bullying behaviour can incur.

The policy forms part of the overall pastoral care provision in school and therefore links and works with the:-

| Policy | Why |
|---|---|
| Whole school policy for child protection and to safeguard and promote the welfare of children | Child protection |
| Behaviour Policy | Rewards and sanctions, Codes of conduct |
| Tackling Extremism and Radicalisation Prevent Policy | Safeguarding children (KCSIE 2016) |
| E-safety Policy and ICT Policy and Acceptable Use of Internet Policy | Cyber bullying and e-safety |
| Equal opportunities Policy | Prejudice related crime(homophobia, race, religion and culture and SEN/disability) |
| Confidentiality Policy | Reporting and recording |
| PSHE/Citizenship | Strategies to prevent bullying |
| Complaints' Policy | Guidelines to make a complaint if families are not happy with the school's response |
| Special Educational Needs Policy | Identifying and meeting the needs of vulnerable pupils |

Policy Development

This policy has been developed within the framework of the following national legislation and guidance:-

1989 - Children's Act

1995 - Disability Act

1996 - Education Act

2001 - SEN code of Practice

2001 - SEN & Disability Act

2002 –Education act: Section 175

2003 – Malicious Communications Act

2010– Education and Inspections Act

2010 – Equality Act

2015 – Counter Terrorism and Security Act

2015 - Keeping Children Safe in Education (KCSIE) (July version)

Relevant documentation and guidance:

- Department for Education, Preventing and Tackling Bullying-Advice for head teachers, staff and governing bodies (Jan 2014)
- School inspection handbook- This handbook describes the main activities undertaken by inspectors conducting inspections of schools in England under section 5 of the Education Act 2005 (as amended) from September 2014. It now forms the single key resource for the inspection of schools under section 5 except for the additional detailed guidance on safeguarding provided in 'Inspecting safeguarding in maintained schools and academies'.
- Nottinghamshire County Council Anti-bullying Policy and action plan 2014-2016

Consultations with Stakeholders:

This policy was formulated in consultation with the whole school community with input from:

- Members of staff- (through regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents will be encouraged to contribute by taking part in written consultations, parent meetings)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version to be displayed on the school council display board, in classrooms and on the school website)

This policy is available

- Online at our school website (<http://edwalton.4dsite.com/> under Parents in the Policies section).
- In the school prospectus
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils

Roles and responsibilities

The Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school is: Annabel Holmes (SENCO/ Assistant Head)
(Deputy Anti-bullying Co-ordinator- Trish Gilbert HLTA Safeguarding)

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Liaising with external agencies or providers to ensure support for victims or perpetrators of bullying to address the cause of this behaviour and help them to address this with support.
- Ensure training and oversee behaviour plans, which may either relate to supporting the victims of bullying (eg anxiety) or in modification of behaviour to address bullying and ensure change from the root cause as far as possible.

The nominated Governor with the responsibility for Anti- bullying Behaviour is: Grant Anderson

Definition of Bullying

Bullying is repetitive, wilful behaviour that is intentionally harmful and can be carried out by an individual or group. Bullying is based on an imbalance of power, leaving the victim feeling defenceless. Although bullying is characterised by its persistence, there is evidence that bullying can also be a one off event. Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.

- It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.
- Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.
- Bullying thrives on secrecy, the reluctance of the target to talk about it .

Recognising Bullying Behaviour

Bullying generally falls into four main categories:

- Physical: pushing, kicking, hitting, pinching, taking belongings, throwing things, and forcing others to do things against their will and any form of violence and threats.

- Verbal: name calling, sarcasm, insulting remarks, and making threats.
- Indirect/Emotional: spreading nasty stories or rumours, not talking to someone, deliberately leaving people out, deliberately avoiding people e.g. not sitting or lining up next to someone, damaging someone else's kit or clothing deliberately.
- Cyber bullying: sending abusive texts/pictures/emails and being abusive in chat rooms or on social networking sites.
- Signs of stress in pupils which may indicate bullying
- Child's unwillingness to attend school/ lateness/ erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work/ 'misaid' books, money, equipment or belongings/ under achievement.
- Spurious illness/ non specific pains, headaches, tummy upsets withdrawn, loss of appetite.
- Nail biting/ flinching/ jumpiness/ forgetfulness/ distractibility.
- Impulsive hitting out/ out of character temper 'flare up' or restlessness/ sudden aggressiveness.
- Stresses manifested at home – bed wetting/ insomnia/ nightmares/ restlessness and irritability.
- Reluctance to sit beside or near certain pupils/ hesitant to walk home

NB. Whilst these behaviours may be symptomatic of other problems – bullying may be one reason.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- ***Prejudice Related Bullying***

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which

is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

- ***Other vulnerable groups include***

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

- ***Prejudice Related Language***

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

- ***Cyberbullying***

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images

- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. We will also send home Digital Parenting Magazine regularly to families, which provides helpful information for parents to help with settings, monitoring the signs of a child being cyberbullied and includes articles to support parents in talking about this issue with their child.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

The Law and Bullying Behaviour

Section 11 of the Children Act 1989 and Section 175 of the Education Act 2002 places a duty on local authorities and schools through their governing bodies to safeguard and promote the welfare of children. The Race Relations Act of 2002 places a duty on all schools to record and report on Racist incidents.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The Counter Terrorism and Security Act 2015 and Keeping Children Safe in Education (July 2015) place a legal duty on schools to recognise and report concerns where a child may be vulnerable to radicalisation or influence from extreme ideology. We have a duty to safeguard pupils from influence from extremist ideology and radicalisation and must act on concerns following the agreed protocols, which are outlined in our Tackling Extremism and Radicalisation Prevent Policy.

Preventative measures to create an anti-bullying ethos

In order to prevent the prevalence of bullying behaviour at Edwalton Primary School we will:

- Promote School Ethos at all times
- Every child or young person will have their rights recognised.
- Recognise and reward good behaviour.
- School Assemblies – addressing Bullying and providing Anti-Bullying Strategies.
- Vigilant supervision - playground / general school environment.
- Consultation with School Council.
- Use of Playground Leaders.
- Questionnaires.
- Use of Outside Agencies where appropriate.
- Staff Training / Effective Communication.

- Teach young people appropriate social and emotional skills and encourage the 'Pupil Voice' eg: in regular class circle time, school council meetings, questionnaires and using the SEAL resources.
- Teach children about bullying behaviour and help them to understand why it is so damaging and unacceptable eg: through assemblies, PSHE lessons, National Anti-bullying Week, SEAL and through circle time discussions and drama.
- Promote awareness and respect of peoples' differences eg: through a varied use of inclusive materials and a culturally inclusive and diverse curriculum work.
- Encourage children to tell an adult if they are worried or feeling threatened and include this in our discussions with the children.
- Adults will model positive and respectful behaviour.
- Explain that any person who sees bullying behaviour but does not report it to an adult is actually making it worse /reinforcing it.
- Never forget that bullying behaviour is learned and can therefore be unlearned.

Reactive Strategies

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- Attempts will be made to resolve the situation quickly.
- Reports will be taken seriously.
- Appropriate steps taken to ensure child feels safe and secure.
- Significant incidents will involve further investigation and recording.
- A clear account from the member of staff initially dealing with the incident will be recorded on an incident form (reported to the Head Teacher or Anti-bullying co-ordinators).
- Significant or repeated incidents will require parents to be informed.
- Disciplinary measures / sanctions, which are proportionate, will be explained and used.

Dealing with an allegation of Bullying behaviour

In dealing with suspected instances of bullying behaviour, all actions must be in accordance with the agreed school Behaviour Policy. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

Child

- We will listen respectfully to the child.
- We will take steps to stop the bullying with the child's cooperation.
- We will support children who have been bullied to help them build confidence.
- We will act to keep any child who has been bullied safe over the long term.
- We will meet with the perpetrator/s and try to resolve the problem.
- We will tell them we have noticed their behaviour is hurtful/ unacceptable.
- We will work with anyone who bullies to help them change their behaviour.
- We will encourage the perpetrator/s to acknowledge the hurt they have caused and learn from the incident.

- We will put in place sanctions to be used as appropriate.
- We will monitor and follow up incidents to ensure bullying has stopped.
- We will involve outside agencies as and when appropriate.

□ **Staff**

- Record the incident on SafeGuard software – the online reporting system

□ **Parents**

- Ensure that parents know whom to contact if they have concerns about bullying issues.
- We will contact/ respond to parents promptly when bullying issues come to light, whether their child is the one being bullied or the one doing the bullying.
- We will ensure that parents are aware of the school's complaints procedures.
- We will work with parents and the local community as appropriate to address bullying issues that arise out of school.

□ **Head Teacher / SLT**

- See the victim/perpetrator separately and agree on a course of action.
- Follow up to ensure the victim is safe.
- Track any further actions such as calling in an outside agency, calling or writing to parents, or undertaking any mediation or other meetings.
- Ensure that all staff including temporary and cover staff are aware of our anti bullying policy and approach.
- Record and monitor types and number of incidents of bullying and put processes in place, dependent on the incidents, to eliminate these occurrences.

Dealing with a more serious allegation of bullying behaviour

- The Head Teacher must be informed.
- The Head Teacher/ Anti-bullying coordinators will investigate the allegations as described above and complete a Bullying Incident Report form. Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Headteacher.
- The Head Teacher/ Anti-bullying co-ordinators will inform all the parents concerned and explain any action taken if this is deemed necessary, and in accordance with the Behaviour Policy. The alleged victim's family will then be offered a follow up appointment to ensure all actions have been followed. A record will be kept by the Head Teacher
- The Head Teacher/ Anti-bullying co-ordinators will monitor the situation to prevent recurrence of the behaviour until the victim feels supported.
- Incidents of racial harassment should be reported to the Head Teacher who will record the incident and report the event as part of the termly LA monitoring exercise. Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014). These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk
- It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. In this event of a nil return, a simple email to ecas@nottsc.gov.uk stating at the end of the academic year that no incidents have been reported to the school is sent.

- Incidents involving influence from extremist ideology or radicalisation will be reported to the Headteacher or other DSP for Child Protection and a referral will be made to Channel following the protocols in the Tackling Extremism and Radicalisation Prevent Policy.
- Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings (fortnightly).

This information will be presented to the governors as part of the annual report.

(A sample summary sheet is attached)

Dealing with an incident outside of school

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

'Preventing and tackling bullying - May 2012 Dfe

This also relates to our statutory duty for tackling radicalisation and extremism. KCSIE 2015 and Counter Terrorism and Security Act 2015.

Parental involvement

We are aware that parents will be worried and anxious if they feel that their child is involved in bullying behaviour whether as a victim or perpetrator. We would encourage Edwalton Primary School parents to:

- Carefully listen to their children and support them.
- Encourage their children and any that they know are being bullied to tell a teacher.
- Encourage victims not to fight back.
- No pupil(s) should be approached inappropriately by another child's parent/ carer or sibling
- Discuss their concerns with the SLT or a member of staff of their choice.
- Refer to School Policies and advice materials provided by the school.
- If, as a parent, you feel the school has not actioned the incident as per policy and guidelines then the next step would be the complaints procedure. You will find a copy of the complaints policy and procedure on the school website.

The Role of the Lunchtime Supervisor

We are aware that it is during the long lunchtime play that children may think there will be more opportunities for bullying behaviour. While we would expect all staff at Edwalton Primary

School to follow the guidelines above in dealing with bullying behaviour we acknowledge that time for conferencing and record keeping is limited in the playground. With this in mind we expect the Senior Lunchtime Supervisor (SLS) to:

- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying or reported to be displaying bullying behaviour.
- Help children to find an interest in the playground – individually or in groups, playing a game or talking.
- Report any allegations of bullying behaviour to the Headteacher at the first opportunity.
- More serious and persistent allegations must be reported immediately to the Head Teacher/ Anti-bullying co-ordinator in order for the relevant investigation to be carried out and recorded.

Pupil Representatives

As pupils of Edwalton Primary School we feel that our school is usually free from bullying. If we did have any bullying we would talk to the victim and the bully and see what we could do to help. We would ask them if they had any problems outside of school. The victim will come first and we will help them in different ways. They can talk to the Head Teacher or they can have a choice of talking to any adult in school to discuss their doubts and problems, and they can talk to their buddies, school council or playleaders. The bully will be given a chance and will be helped but if it carries on we will have to punish them, depending on how bad they had been behaving.

We want to all feel happy and safe in our school. We do not want bullying in our school and will not tolerate bullying in our school! (School Council Representatives) Procedure for dealing with bullying behaviour

STEP 1

- Reporting of an incident (significant/repeated/intentional incidents or serious one-off incident).
- When such a bullying incident is reported, the information will be passed on to following people:
 - The teacher of any child involved.
 - Head Teacher/ Anti-bullying co-ordinators.
 - The designated teacher for child protection.

STEP 2

Investigation of an incident

- This will normally be carried out by the Head Teacher/ Anti-bullying co-ordinator, in co-operation with the class teacher/ adults involved.
- Pupils involved will be interviewed and a record made of their responses using the school's incident form, in the actions box.
- At this stage, the Headteacher may contact the parents of all pupils involved, inform them of the school's action up to this point and keep them informed of subsequent actions.

STEP 3

Agreeing a plan for resolution

- The Head Teacher/ Anti-bullying co-ordinator will devise a plan for resolution of conflict.
- Where appropriate, targets for acceptable behaviour will be set out including support measures for all pupils concerned.

- Any disciplinary action required will use system of sanctions as set out in the school's Behaviour Policy.

STEP 4

Reviewing the situation

- The situation will be monitored and reviewed by the Head Teacher/ Anti-bullying co-ordinator and where appropriate, some or all of the parties involved will be involved in this review.

STEP 5

Involvement of other agencies

- Where necessary the school will draw on the support of appropriate external agencies.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Agreed by Staff -Date:

Agreed by Governors - Date:

SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

| | | | |
|---|--------------------------|---|--------------------------|
| <i>Extortion</i> | <input type="checkbox"/> | <i>Personal possessions taken/damaged</i> | <input type="checkbox"/> |
| <i>Isolation/Being Ignored or Left Out</i> | <input type="checkbox"/> | <i>Forced into something against will</i> | <input type="checkbox"/> |
| <i>Physical</i> | <input type="checkbox"/> | <i>Written</i> | <input type="checkbox"/> |
| <i>Verbal (Name-Calling, Taunting, Mocking)</i> | <input type="checkbox"/> | <i>Spreading Rumours</i> | <input type="checkbox"/> |
| <i>Cyber (Email, Internet, Text)</i> | <input type="checkbox"/> | <i>Other (please specify)</i> | <input type="checkbox"/> |

Details of Young People involved

| | Names | Year Group | Gender | Ethnic Origin Code | Role* |
|---|-------|------------|--------|--------------------|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

| | | | |
|------------------------|--------------------------|------------------------------------|--------------------------|
| <i>Classroom</i> | <input type="checkbox"/> | <i>School Bus</i> | <input type="checkbox"/> |
| <i>Playground/Yard</i> | <input type="checkbox"/> | <i>Outside/Around School Gates</i> | <input type="checkbox"/> |
| <i>Corridor</i> | <input type="checkbox"/> | <i>To/From School</i> | <input type="checkbox"/> |
| <i>Toilet</i> | <input type="checkbox"/> | | |

If you feel the incident was motivated by any of the following please tick

| | | | |
|-----------------------|--------------------------|--|--------------------------|
| <i>Appearance</i> | <input type="checkbox"/> | <i>Race/Ethnic Origin *</i> | <input type="checkbox"/> |
| <i>Disability/SEN</i> | <input type="checkbox"/> | <i>Sexual Orientation</i> | <input type="checkbox"/> |
| <i>Gender/Sexism</i> | <input type="checkbox"/> | <i>Home Circumstances including Looked After Children/Young People</i> | <input type="checkbox"/> |
| <i>Religion</i> | <input type="checkbox"/> | | |

* Reminder: These incidents should be recorded separately.

| |
|----------------------------------|
| Brief summary of Incident |
| |
| |
| |
| |
| |
| |

| | |
|--|--------|
| Action Taken | |
| include any exclusions, parental involvement, or involvement with external agencies. | |
| Generally | |
| | |
| | |
| | |
| If appropriate was a CAF used? | YES/NO |
| With Individuals (as noted on page 1) | |
| 1. | |
| | |
| 2. | |
| | |
| 3. | |
| | |
| 4. | |
| | |
| 5. | |
| | |
| 6. | |
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| | |
|--------------------|-------|
| Form completed by: | Date: |
|--------------------|-------|

| | |
|-----------|------|
| Follow-up | Date |
| | |

Name of school Edwalton Primary School

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

| | |
|------------------------|--|
| Extortion | |
| Isolation | |
| Physical | |
| Verbal | |
| Cyberbullying | |
| Damage of property | |
| Forced to do something | |
| Spreading rumours | |
| Other (specify) | |
| | |

Profile of Young People

| Year | Ex | G | E | Isol | Phys | Verbal | Cyber | Prop | Force | Rumour | Other |
|------|----|---|---|------|------|--------|-------|------|-------|--------|-------|
| | | | | | | | | | | | |
| | | | | | | | | | | | |
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| | | | | | | | | | | | |
| | | | | | | | | | | | |

G=gender(M/F) E=Ethnicity code

Location

| | |
|--------------------------------|--|
| Classroom | |
| Playground/school grounds | |
| Corridor/toilets | |
| School bus | |
| Outside school - cyberbullying | |
| - other | |

Motivation

| | |
|---------------------------|--|
| Appearance | |
| Gender/Sexism | |
| Religion/Culture/ Race | |
| Homophobia | |
| Disability/SEN | |
| Home/Family circumstances | |
| Other | |