



St Ann's Church of England School Anti-bullying Policy

Author: Director of Wellbeing
Owner: CEO/Directors
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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them

Introduction

This policy should be read in conjunction with:

- Keeping Children Safe in Education (DfE)
- Guidance on Preventing and Tackling Bullying in School (DfE)
- Equality Act 2010
- Education Act 2002
- Education and Inspections Act 2006, Section 21(5)

Various school policies including:

- Safeguarding and Child Protection Policy
- Relationships & Behaviour Policy
- Promoting Mental Health and Emotional Well-being Policy
- RSHE Policy
- Acceptable User Policy (pupils)
- E-Safety Policy

In this school bullying and other forms of unacceptable intimidation, including cyberbullying, by internet or mobile phones will not be tolerated.

Bullying will never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

All will treat others with kindness and respect and all will care well for each other.

All will come to school without fear and they will be happy and safe in school.

Everyone will be vigilant and they will act promptly to intervene if there are any signs or reports of bullying.

The staff and school committee of St Ann's Church of England Primary School consider that bullying takes many forms and includes the following types of behaviour:

- Physical bullying
- Verbal bullying
- Cyberbullying
- Prejudice-based and discriminatory bullying (inc. racist, sexist, disability and homophobic/ biphobic/ transphobic bullying, use of derogatory language)
- Sexual violence and sexual harassment
- Direct and indirect bullying

What is Bullying?

There are many definitions of bullying, but most consider bullying to be:

'Deliberately hurtful behaviour repeated over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.'

This definition recognised and accepted in case law (Hansen v Isle of White Council)

The Department for Education defines bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.'

Bullying is therefore:

- Repetitive and persistent
- Intentionally harmful
- Involves an imbalance of power

Due to the nature of bullying, it may also be classed as hate crime.

Hate crime

Behaviour that a victim or any other person thinks was caused by hatred of age, disability, gender identity, race, religion or sexual orientation.

Cyberbullying

Any cyber-communication or publication posted or sent by a minor online, by instant messenger, email, website, diary site, online profile, interactive game, handheld device, cell phone or other interactive device that is intended to frighten, embarrass, harass or otherwise target another minor.

Physical

Any physical assault can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

Verbal

Such as name calling or using nasty language such as homophobic language.

Emotional

Being unfriendly and left out on purpose.

Homophobic

Use of homophobic language, such as the use of the word 'gay' when describing something in a derogatory way. Being left out or picked on for not behaving in a stereotypical girl or boy way.

Homophobic Bullying

Occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Biphobic Bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity, they can feel marginalised by both the straight world and the lesbian and gay community.

Sexist Bullying

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Transphobic Bullying

Trans is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender forms. When children/young people are perceived*

not to be conforming to the dominant gender roles that may be widely expected of them. It is commonly underpinned by sexist attitudes.

Sexual Violence

For the purposes of this policy, sexual violence refers to sexual offences under the Sexual Offences Act 2003:

- Rape
- Assault by Penetration
- Sexual Assault
- Causing someone to engage in sexual activity without consent

Sexual Harassment

For the purposes of this policy, sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside school. It can include:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment

Legal Perspective

The Education and Inspections Act 2006 Section 89

Schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Behaviour in Schools – Advice for Headteachers and School Staff January 2022

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. Consideration by the headteacher as to whether it is appropriate to notify the police or local anti-social behaviour team in the LA of action taken should be given. If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases the teacher can only discipline on school premises or when under the lawful control of the staff member.

The Equality Act 2010

Covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The duty has three aims it requires public bodies to have due regard to the need to:

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

Children Act 1989

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm...'

Criminal Law

Although bullying itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

Policy Objectives

- To ensure that all children understand what bullying is.
- To ensure that all staff recognise that children are capable of abusing other children (including online) and act promptly and effectively at the first sign of bullying.
- To ensure all staff are clear about this policy and procedures with regard to child-on-child abuse (inc how child-on-child abuse will be recorded, investigated and dealt with).
- To ensure procedures minimise the risk of child-on-child abuse and children feel safe.
- To ensure systems allow children to confidently report abuse, knowing their concerns will be treated seriously.
- To ensure clear processes are in place as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported (inc protection and reassurance).
- To have effective sanctions to deter bullying and to have successful strategies to reform those who bully.

Strategies

- Whole School Relationships and Behaviour Policy, which rewards and highlights co-operative and helpful behaviour choices and promotes an ethos where bullying is unacceptable, is in place.
- All staff are vigilant and intervene immediately and effectively if bullying is observed or reported.
- Good supervision of children at all times.
- Full use of the school grounds whenever possible to maximise space.
- All children are taught about the STOP acronym and understand that bullying is something that happens 'Several Times On Purpose' and involves an imbalance of power.

- Anti-bullying posters are displayed throughout the school building.
- Children encouraged to report bullying and when they do, they are listened to and taken seriously. There are various ways in which to report incidents:
 - Speaking to any member of staff (inc Family Support Worker and Therapeutic Teaching Assistant)
 - School Councillor
 - Personalised pebbles
 - Classroom Help Boxes
 - Need to Talk button on school website
 - CEOP button via home page on the school website
- Anti-bullying surveys are routinely carried out with all pupils, as well as in identified classes where there is suspicion of a problem.
- Parents and staff surveys are regularly carried out to seek the views of stakeholders.
- Allegations of bullying are investigated, documented and actions taken.
- Allegations of bullying are reported to the Headteacher.
- Pupils and their parents are made aware of this policy.
- Bullying incidents are included in the termly Headteacher's Report to the School Committee.

Curriculum

Bullying and discrimination is addressed as part of a whole school approach. This includes:

- Our PSHE curriculum (inc RSHE)
- Our curriculum for behaviour (inc restorative justice)
- Collective worship
- Enrichment activities e.g focus days such as Anti-Bullying Day, Safer Internet Day, visitors such as Altru drama

The role of the School Committee

The School Committee supports the Headteacher in all attempts to eliminate bullying from our school. Committee Members take seriously any incidents of bullying and will deal with them as appropriate.

Committee Members monitor incidents of bullying and the Anti-Bullying Policy is regularly reviewed. They require the Headteacher to keep accurate records of all incidents. Following a request from a parent to investigate an incident, the School Committee ask the Headteacher to investigate and report back to them.

The role of the Headteacher

The Headteacher must implement the school anti-bullying strategy, ensure all staff are aware of the policy and how to deal with incidents of bullying, and ensure all staff receive sufficient training.

The Headteacher will ensure all pupils know that bullying is wrong and unacceptable behaviour. The Headteacher will investigate or delegate this to another senior member of staff when a child or parent makes a complaint about bullying.

The role of the Teacher

Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating success they aim to prevent incidents of bullying. Teachers take all forms of bullying seriously, and intervene to prevent incidents taking place. They record all behaviour incidents. Any incidents deemed to be bullying will be logged using

Form D – School Incident Recording Form, alongside Form B – Victim Reporting Form and Form C Witness Reporting Form. Teachers report all incidents of bullying to the Headteacher.

If an incident is deemed not to be bullying following investigation, it will be uploaded onto CPOMs and tagged as ‘unfounded bullying.’

The role of the Parent

Parents should support the Anti-Bullying Policy and actively encourage their child to be a positive member of the school. Parents with concerns should contact their child’s class teacher immediately.

Signs and Symptoms of Bullying

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of possible signs and investigate if:

- Child is frightened of walking to or from school.
- Does not want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with torn clothes or books damaged.
- Has possessions that are damaged or ‘go missing’.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually ‘lost’.
- Has unexplained cuts or bruises.
- Comes home hungry (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Starts bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Gives improbably excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous or jumpy when a cyber message is received.

Hierarchy for Intervention

- Midday Supervisors/ Learning Assistants/ Class Teacher/ Therapeutic Teaching Assistant
- Head of KS2, KS1 & Early Years/ Family Support Worker
- Headteacher

Strategies for Dealing with Bullying

- Ensure all children understand what bullying is through the PSHE and behaviour curriculum and enrichment activities.
- Remind children regularly about the school rules/ expectations.

- Promote anti-bullying messages amongst parents.
- Immediately involve the parents of both perpetrator and victim.
- Set achievable targets for the perpetrator.
- Report book/card system.
- Close supervision of the perpetrator at all times.
- Consider and apply sanctions e.g. supervision during unstructured times, reduced play/lunchtime, membership at extra-curricular clubs. Suspension to be considered after all other sanctions have been exhausted.
- Support the victim.
- Build a positive relationship between the perpetrator and victim through therapeutic intervention (inc restorative justice).
- Use of multi-agency intervention support may be necessary.
- Children under SEN Code of Practice and have target included on their Support Plan and actions may involve outside agencies.

Bullying/Harassment of Staff

If a member of staff finds they are being harassed at work they should refer to The Three Saints Code of Conduct and follow the guidelines below:

1. Try to talk to the person who is harassing you, explain that you wish the behaviour to stop.
2. If this is too difficult ask a colleague to approach them on your behalf.
3. Discuss the problem with your Line Manager.
4. You may wish to contact your Union at this point.
5. Keep a full written record of events.
6. Make a formal written complaint to your Line Manager.
7. Line Manager to contact SLT or School Committee.

Attachments

Appendix 1 Useful Websites

Appendix 2 Child on Child/ Bullying Reporting Forms:

Form A Bullying/Harassment/Prejudiced Incident - Victim Reporting Form
 Form B Bullying/Harassment/Prejudiced Incident - Witness Reporting Form
 Form C Bullying/Harassment/Prejudiced Incident - School Incident Recording
 Form D Review Sheet
 Form E Pupil Feedback
 Form F Parent Feedback
 Form G Flowchart

St Helens Hate Crime Reduction Group Incident Monitoring Form

(issued to parents if they wish to report a neighbourhood hate crime and parents submit direct to Safer and Stronger Communities Manager at the address on the form)

Appendix 3 Behaviour Incident Report Form

Appendix 4 E-Safety Incident Report Form

Appendix 5 Racial/Homophobic/Biphobic/Transphobic Incident Report Form

Appendix 6 Sexual Violence & Sexual Harassment Incident Report Form

Further Reading

Documents referred to in this policy and other useful reading:

- Safeguarding Children Online – A guide for school leaders – BECTA – January 2008
- Cyberbullying – Safe to Learn: Embedding anti-bullying work in schools – DCSF
- Safe Children in a Digital World – DCSF 00334 – 2008 – Report of the Byron Review.
- Keeping Children Safe in Education
- [Guidance on Preventing and Tackling Bullying in School \(DfE\)](#)
- [Equality Act 2010](#)
- Education Act 2002
- Education and Inspections Act 2006, Section 21(5)
- [Getting the simple things right Charlie Taylor's behaviour checklists](#)
- [Mental Health and Behaviour in Schools November 2018](#)
- [Behaviour in Schools: Advice for Headteachers and School Staff 2022](#)
- [Ofsted: Below the radar - low- level disruption in the country's classrooms](#)
- [Valuing All God's Children Report](#) - Guidance for Church of England Schools Autumn 2017

Appendix 1 Useful Websites

Department for Education website http://www.education.gov.uk	All statutory guidance and legislation is published on this website.
http://www.antibullyingalliance.org.uk	Anti-Bullying Alliance – (ABA) A unique collection of over 60 organisations, working together to stop bullying. ABA runs an ‘anti-bullying week’ focusing on schools, in mid-November each year. Full details on this website. Anti-Bullying Week resources
http://www.thinkuknow.co.uk	Thinkuknow is the website of the Child Exploitation and Online Protection (CEOP) Centre 5 sections 5-7 years, 8-10 years, 11-16 years, Parents & Carers, Teachers & Trainers. Great resources
http://www.nspcc.org.uk	UK’s leading children’s charity.
http://www.childline.org.uk	A free, private and confidential service where children can talk about anything online or on the phone anytime. Various resources for children about bullying.
http://www.kidscape.org.uk	Kidscape – Preventing Bullying, Protecting Children Advice for parents (including AB helpline) Advice also for professionals, children and young people, including resources to order and free downloadable information.
http://www.stonewall.org.uk	Stonewall Lesbian, gay & bi-sexual charity. Lots of free resources available for dealing with homophobic bullying.
http://www.bullying.co.uk	Bullying Online This website is aimed at adults working with children under 11 years and for the children themselves.
https://www.place2be.org.uk/	Children and young people’s mental health charity with almost 30 years’ experience working with pupils, families and schools.
https://www.youngminds.org.uk/	Resources to support children and parents.

Helpful Organisations

* Advisory Centre for Education (ACE)	020 7354 8321
* Children’s Legal Centre	0845 345 4345
* Kidscape Parent’s Helpline (Monday - Friday, 10 - 4)	0845 1205 204
* Parentline Plus	0808 800 2222
* Youth Access	020 8772 9900
* Childline	0800 1111
* GLYSS	07747 473 829

Appendix 2

Form A – Bullying/Sexual Violence & Sexual Harassment /Prejudiced Based or Discriminatory Bullying - Victim Reporting Form

Name: _____

Please describe what happened, what you saw and heard and how it made you feel.

When did it happen? Time: _____ Date: _____

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What do you want to happen now?

Is there someone in school you would feel comfortable to talk to and to be supported by?

Signed: _____ **Dated:** _____

Form B – Bullying/Sexual Violence & Sexual Harassment /Prejudiced Based or Discriminatory Bullying - Witness Reporting Form

Name: _____

Please describe what happened, what you saw and heard.

When did it happen? Time: _____ Date: _____

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Signed: _____ **Dated:** _____

Form C – Bullying/Sexual Violence & Sexual Harassment /Prejudiced Based or Discriminatory Bullying - School Incident Recording Form

Name of School:	
School Number:	
Name of Victim(s):	
Name of Perpetrator(s):	
Date reported:	
Date of Incident:	
Reported to:	
Reported by:	

Victim Profile (tick as appropriate):			
Child in Care	<input type="checkbox"/>	Traveller child	<input type="checkbox"/>
Child Protection Register	<input type="checkbox"/>	Gifted/Talented	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	Young Carer	<input type="checkbox"/>
English as an additional language	<input type="checkbox"/>	Involved with EWO Service	<input type="checkbox"/>
Racial Origin (tick as appropriate):			
White British	<input type="checkbox"/>	Asian Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Mixed White & Caribbean	<input type="checkbox"/>	Asian Bangladeshi	<input type="checkbox"/>
Mixed White & Black	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White & Asian	<input type="checkbox"/>	Irish Traveller	<input type="checkbox"/>
Black African	<input type="checkbox"/>	Gypsy	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Other _____	<input type="checkbox"/>
Disability: _____			
Religion: _____			
Gender: _____			

Perpetrator Profile (tick as appropriate):			
Child in Care	<input type="checkbox"/>	Traveller child	<input type="checkbox"/>
Child Protection Register	<input type="checkbox"/>	Gifted/Talented	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	Young Carer	<input type="checkbox"/>
English as an additional language	<input type="checkbox"/>	Involved with EWO Service	<input type="checkbox"/>
Racial Origin (tick as appropriate):			
White British	<input type="checkbox"/>	Asian Indian	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Asian Pakistani	<input type="checkbox"/>
Mixed White & Caribbean	<input type="checkbox"/>	Asian Bangladeshi	<input type="checkbox"/>
Mixed White & Black	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed White & Asian	<input type="checkbox"/>	Irish Traveller	<input type="checkbox"/>
Black African	<input type="checkbox"/>	Gypsy	<input type="checkbox"/>
Black Caribbean	<input type="checkbox"/>	Other _____	<input type="checkbox"/>

Disability: _____
 Religion: _____
 Gender: _____

Details of incident (tick as appropriate):

Disability incident	<input type="checkbox"/>	Homophobic incident	<input type="checkbox"/>
Racist incident	<input type="checkbox"/>	Faith incident	<input type="checkbox"/>
Sexist incident	<input type="checkbox"/>	Other _____	

Bullying behaviours involved (tick as appropriate):

Physical behaviour	<input type="checkbox"/>	Spreading nasty rumours	<input type="checkbox"/>
Threats	<input type="checkbox"/>	Text message bullying	<input type="checkbox"/>
Taking belongings	<input type="checkbox"/>	Mobile phone calls	<input type="checkbox"/>
Extortion	<input type="checkbox"/>	Picture/video via mobiles	<input type="checkbox"/>
Causing damage to property	<input type="checkbox"/>	E-mail bullying	<input type="checkbox"/>
Name-calling	<input type="checkbox"/>	Websites/Social Networks	<input type="checkbox"/>
Taunting	<input type="checkbox"/>	Chat-rooms	<input type="checkbox"/>
Verbal abuse	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>
Sending notes	<input type="checkbox"/>	Twitter	<input type="checkbox"/>

Location of Incident (tick as appropriate):

Classroom	<input type="checkbox"/>	Dining environment	<input type="checkbox"/>
On journeys to and from school	<input type="checkbox"/>	Home	<input type="checkbox"/>
Playing fields	<input type="checkbox"/>	Occurred outside school	<input type="checkbox"/>

Frequency and duration of bullying behaviour (tick as appropriate):

Reported after the first incident	<input type="checkbox"/>	Persisting throughout the term	<input type="checkbox"/>
Two or three times	<input type="checkbox"/>	Persisting for more than one term	<input type="checkbox"/>
Several times	<input type="checkbox"/>		

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils	<input type="checkbox"/>
Notified class teacher/form tutor	<input type="checkbox"/>
Individual discussion with those involved	<input type="checkbox"/>
Notified parent(s)/carer(s) or relevant contact person	<input type="checkbox"/>
Group discussion with those involved	<input type="checkbox"/>
CAF or Pre-CAF raised	<input type="checkbox"/>
If Hate Crime, have Police been informed?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Other (please provide details)

Details of support systems/actions agreed with child/young person, parents/carers:

Details of sanctions applied in line with school's/setting's behaviour policy:

Follow-up date set:

With whom:

Location:

Signed and checked by Head teacher or SMT Member

Outcomes to follow-up:

Has the bullying stopped? Yes No

Details of further action to be taken if required:

Action:

By whom:

By when:

Further date to follow-up:

Was the targeted child/young person and his/her parents/carers satisfied with the outcome?

Yes No

Further Comments:

Signed (member of staff dealing with issue)	
Checked and signed by Head teacher or SMT Member	

**Form D – Bullying/Sexual Violence & Sexual Harassment /Prejudiced Based or Discriminatory Bullying
- Review Sheet**

Date:	
Name of Reporter:	
Name of Child/Young Person involved:	
People present:	

How has the situation developed?

**What does the person who was targeted say they are feeling now?
Are they feeling safe and satisfied with the action taken?
If so, how has it helped?**

What is the attitude/view of the person(s) involved in the bullying behaviour?

**Form E – Harassment/Bullying/Prejudiced Feedback - Tell us what you think –
Child/Young Person Form**

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes No

Thank you for your time

Signed (optional)

Form F – Bullying/Sexual Violence & Sexual Harassment /Prejudiced Based or Discriminatory Bullying - Feedback - Tell us what you think – Parent/Carer Form

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

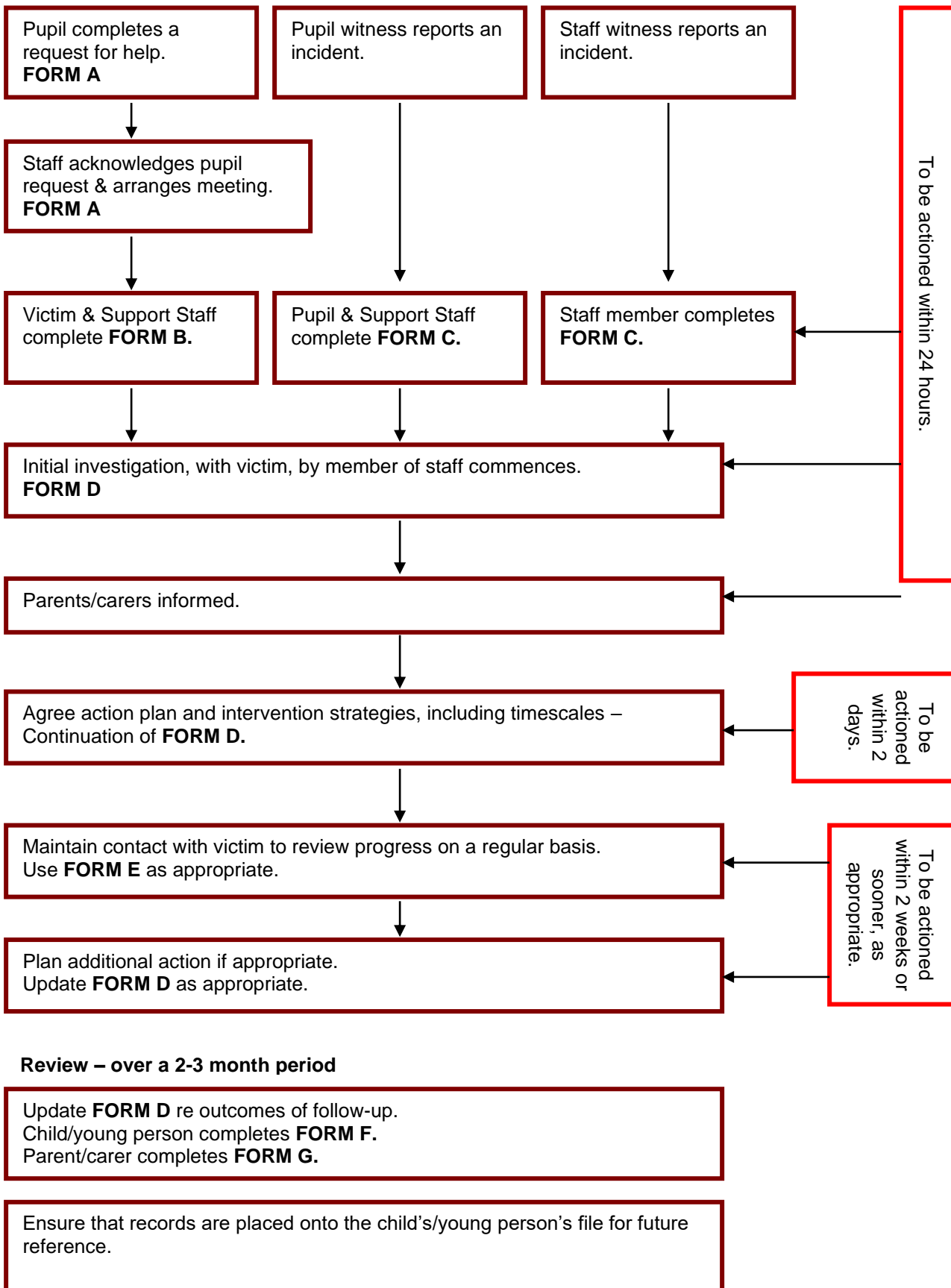
Yes No

Thank you for your time

Signed (optional)

Appendix G

The following flow chart can be used alongside the forms contained in this section to ensure that all relevant details related to bullying incidents are adequately recorded and monitored. Schools should consider these forms and the flow chart below and integrate them into their existing practice.



Appendix 3

Behaviour Log Form

Date and time of incident:		
Where did the incident occur? ie Class, playground etc		
Name of Child/Young Person		
Year Group:		
Who else involved in the incident		
Description of incident		
Action Taken	<input type="checkbox"/> Incident Reported to Headteacher/Snr Manager <input type="checkbox"/> Parents informed <input type="checkbox"/> Reported to another agency <input type="checkbox"/> Other (please specify)	
Outcome and consequences		
Signature of worker:		Dated:
Signature of Supervisor/Manager:		Dated:

Appendix 4

E-safety Incident Report Form

Date and time of incident:		
Where did the incident occur? ie at school or at home:		
Who was involved in the incident?		
Child/Young Person <input type="checkbox"/>	Name:	
Staff Member/Volunteer <input type="checkbox"/>	Name:	
Description of incident		
Action Taken	<input type="checkbox"/> Incident Reported to Headteacher/Snr Manager <input type="checkbox"/> Advice sought from Social Care <input type="checkbox"/> Referral made to Social Care <input type="checkbox"/> Incident Reported to the Police <input type="checkbox"/> Incident Reported to CEOP <input type="checkbox"/> Disciplinary Action Taken <input type="checkbox"/> E-safety Policy to be reviewed/amended <input type="checkbox"/> Other (please specify)	
	<i>Staff must not view or forward illegal images of a child.</i>	
Outcome of investigation:		
Signature of worker:		Dated:
Signature of Supervisor/Manager:		Dated:

Appendix 5

Prejudiced-based & discriminatory bullying (inc. racist, sexist, disability and homophobic/ biphobic/ transphobic bullying, use of derogatory language)

Date and time of incident:		
Where did the incident occur? ie Class, playground etc		
Name of Child/Young Person		
Year Group:		
Who else involved in the incident		
Description of incident		
Action Taken	<input type="checkbox"/> Incident Reported to Headteacher/Snr Manager <input type="checkbox"/> Parents informed <input type="checkbox"/> Reported to another agency <input type="checkbox"/> Other (please specify)	
Outcome and consequences		
Signature of worker:		Dated:
Signature of Supervisor/Manager:		Dated:

Appendix 6

Sexual Violence & Sexual Harassment Incident Report Form

Date and time of incident:			
Where did the incident occur? ie at school or at home:			
Who was involved in the incident?			
Child/Young Person <input type="checkbox"/>	Name:		
Staff Member/Volunteer <input type="checkbox"/>	Name:		
Description of incident			
Action Taken	<input type="checkbox"/> Incident Reported to Headteacher/Snr Manager <input type="checkbox"/> Advice sought from Social Care <input type="checkbox"/> Referral made to Social Care <input type="checkbox"/> Incident Reported to the Police <input type="checkbox"/> Early Help required <input type="checkbox"/> Incident Reported to CEOP <input type="checkbox"/> Advice sought from NSPCC <input type="checkbox"/> E-safety Policy to be reviewed/amended <input type="checkbox"/> Other (please specify)		
	<i>Staff must not view or forward illegal images of a child.</i>		
Outcome of investigation:			
Signature of worker:			Dated:
Signature of Supervisor/Manager:			Dated: