



Knutton St Mary's CE Knutton St Mary's

Anti- Bullying Policy

Implementation Date-November 2022

Review Date – November 2025

Vision Statement:

As a Church of England Knutton St Mary's we will provide a vibrant, respectful, happy and safe community rooted in Christian Values, where children are encouraged to persevere, succeed and shine to reach their full God given potential and value the importance of lifelong learning.

Together we succeed and shine... "We shine like bright stars in the sky." Phillipians 2:15

Values:

As a Church of England Knutton St Mary's, we believe it is important to develop Christian values by which to live well together and which help to develop a moral and spiritual awareness.

Our core Christian values are Community, Perseverance and respect. Across our Knutton St Mary's everyone is encouraged to respect themselves and our extended community and to persevere to: "Shine like Bright Stars in the Sky."

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

In addition, the Knutton St Mary's has taken account of Church of England guidance:

- Valuing All God's Children Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying Second Edition Summer 2019.

This policy operates in conjunction with the following Trust policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy
- Relationship and Sex Education Policy
- Exclusion Policy
- Child-on-child Abuse Policy

Principles

The Knutton St Mary's Church of England Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures and strategies to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the Academy's curriculum, aim to promote an inclusive, tolerant and supportive ethos across the Academy.

The Education and Inspections Act 2006 outlines several legal obligations regarding the Academy's response to bullying. Under section 89, "*schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils*". These measures are part of the Academy's Behaviour Policy, which is communicated to all pupils, Academy staff and parents.

As an Academy, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The Academy will seek ways to counter the effects of bullying that may occur within our academies or in the local community. The ethos of our Academy fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the Academy policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the Academy policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our Academy is a safe place for children and adults to be; whether the Academy community is directly or indirectly affected by bullying or not.

What Is Bullying?

“Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014).

Bullying is when the same pupil is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected over and over again to mean and hurtful actions by others.

The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise the academies will deal with these in line with our behaviour policy.

In other words, bullying at Knutton St Mary's Church of England Academy is considered to be:

“unacceptable behaviour which occurs ‘lots of times, on purpose to the same pupil’.”

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racial- Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socio-economic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

This includes the same inappropriate and harmful behaviours expressed via digital devices (**cyberbullying**) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

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.

Perpetrators and Victims

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

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Roles and responsibilities

The Local Governing Committee is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the Academy adopts a tolerant and open-minded policy towards difference.
- Ensuring the Academy is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL(s) have the appropriate status and authority within the Academy to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The Principal is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Communicating the policy to the Academy community.
- Ensuring a record is made on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record to identify any trends, so that appropriate measures to tackle them can be implemented.
- Ensuring that disciplinary measures are applied fairly, consistently and reasonably.
- Arranging appropriate training for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying, including supporting the use of the therapy dog.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Supporting their children and working in partnership with the Academy.
- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying. This may be verbally or using the Worry Monster (Infant Knutton St Mary's).
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

Statutory implications

The Academy understands that, under the Equality Act 2010, it has a responsibility to:

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

The Academy understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Principals will ensure that this policy complies with the HRA; the Principals understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crime.

Preventing, identifying and responding to bullying

The ethos and working philosophy of The Knutton St Mary's Church of England Academy means that all staff actively encourage children to have respect for each other and for other people's property. Positive behaviour is regularly acknowledged and rewarded. See Appendix one for a range of preventative strategies the Academy has in place in respect of bullying.

The Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support, anti-bullying ambassadors and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff and support staff (including administration staff, lunchtime support staff and site support staff) to identify all forms of bullying, follow the Academy policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing Trust /Academy/Knutton St Mary's policies, for any bullying brought to the Knutton St Mary's/Academy attention which involves or effects pupils even when they are not on Academy premises, for example online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

The following steps will be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached. Each incident will be investigated thoroughly, sensitively and effectively.
- A clear account of the incident, actions taken will be recorded directly onto CPOMS, with the designated safeguarding lead (DSL)/ Principal and– Inclusion and Families alerted.
- The Vice-Principal / DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.
- The Principal, Vice-Principal and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:
 - *Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.*
 - *Reflecting on whether cases could have been handled better and using these reflections to inform future practice.*
 - *Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.*
 - *Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.*
 - *Responding to any complaints about how cases have been handled*
- Relevant staff will be kept informed and if the bullying persists they will record this on CPOMS and alert the Principal(s), Vice-Principal/designated safeguarding lead. Parents/carers will be kept informed appropriately.
- If the Principal / Vice-Principal is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Principal / Vice-Principal will inform the perpetrator and their parents of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- If possible, the Principal / Vice-Principal will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.
- Parents are informed of bullying incidents and what action is being taken.
- The relevant Knutton St Mary's staff will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative. See Appendix 2.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the class teacher / Home School Link Worker
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support

- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)
- The Principal / Vice-Principal will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.
- Staff, particularly the Home School Link Worker / SENCO will work with the victim to build resilience, e.g. by offering emotional therapy.

Bullying outside of school

- Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding and Child Protection Policy and the Child-on-child Abuse Policy.
- The Principal has 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 the *headteacher* the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. 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 will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- The Principal is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Further Support Measures

Our Academy community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Requires all members of the community to work with the academies to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the MAT and Local Authority and other relevant organisations when appropriate.

Involvement of pupils

We will:

- Regularly discuss children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Involve pupils in anti-bullying campaigns in our academies and embedded messages in the wider curriculum.
- Publicise the details of help lines and websites.
- Offer support and reassurance to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Offer opportunities to discuss issues to do with self-esteem, gender identity, and anti-bullying and offer opportunities for pupils to learn to value themselves and their bodies through the Jigsaw physical, social, health and economic education scheme of work.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on the Academy website and in the Knutton St Mary's offices.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the Academy to role model positive behaviour for pupils, both on and offline.

Child-on-child abuse

The Knutton St Mary's Church of England Academy has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the Academy will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, Worship and Jigsaw PSHE lessons.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The Academy's Child-on-child Abuse Policy outlines the Academy's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

More information on the Academy's approach to preventing and managing instances of child-on-child abuse can be found within this policy and each Knutton St Mary's's Safeguarding and Child Protection Policy.

Monitoring, evaluation and review

The Principal will report on a termly basis to the local governing committee on incidents of bullying and outcomes.

The Academy will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Appendix One

Preventative Strategies:

- i. High levels of Supervision i.e.
 - a) Playground – at least two adults on the playground.
 - b) Midday Supervisor for each class at the Infant Knutton St Mary's and for at least every two classes at the Junior Knutton St Mary's.
 - c) Full time Teaching Assistants in Foundation Stage and full and part time teaching assistants in KS1 and KS2 plus extra support where necessary.
 - d) Ensuring adequate adult/child ratio when going on school trip/walk etc.

Playground Equipment and adults support – OPAL activities /markings/games / activities on the playground, picnic tables and lunchtime equipment all help to keep children positively focused on desired behaviour as well as adult support for play.

ii. Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground.

iii. Reinforce caring for each other through Bible/related stories in Collective Worship, the Academy Christian values and through other appropriate curriculum areas.

iv. Remind children to speak to a trusted adult if somebody does something to them that they don't like in the classroom/playground/toilet.

v. Encourage children to add a worry to the worry monster if they wish to talk to a trusted adult.

vi. Carpet Discussion Time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?

vii. Keep record of incidents – Complete a record onto CPOMS and alert Principal / Designated safeguarding lead / Vice-Principal. If a pattern of behaviour is emerging or serious incident occurs, contact parents to discuss ways of resolving the situation.

viii. Teach children how to recognise when others do not like what is happening to them – sad face, crying.

ix. Encourage children to use the friendship bench if they need a friend on the playground. (Infant Knutton St Mary's)

x. Appoint anti-bullying ambassadors at the Junior Knutton St Mary's who have regular meetings to support their peers and act as a first point of contact for any pupil who has a concern relating to bullying.

APPENDIX 2

Shropshire Schools Hate-Related Incident Report Form

report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to EducationImprovementService@shropshire.gov.uk; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

Section A: About the Incident/s

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race Religion / culture Sex Disability
 Sexual orientation Gender identity/presentation Age*
 Other (please define)

**age discrimination legislation does not apply to the treatment of pupils or provision of education.*

Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):

When did the incident take place?

Time Day Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below: -

Was any property lost or damaged: Yes (if yes please give details below) No

Frequency or duration of behaviour

- Once or twice Persisting over one school term
 Several times a week Persisting for more than a year

Section C: About the Victim

Is the victim Pupil Staff member Other adult Other child

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group: 16-24 25-34 35-44 45-55 Over 55

Please indicate in the appropriate box how you would describe the victim:

Religion/belief

- Buddhist Rastafarian Don't know
 Christian Sikh
 Hindu Other
 Jewish No religion
 Muslim Prefer not to say

Sexual orientation

- Heterosexual
 Bisexual
 Gay/Lesbian
 Prefer not to say
 Don't know

Ethnicity

- White British White & Black Caribbean Any other black background
 White & Black African Indian Chinese
 White Irish Pakistani Any other ethnic background
 White & Asian Bangladeshi Prefer not to say
 Other white background Black Caribbean Don't know

- Any other mixed background Black African
 Eastern European

Is the victim from a Gypsy or Traveller background?

- Yes No Don't know

Disability – please describe

Don't know

Section D: About the offender(s)

Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics

(Name/s of offender/s not needed in this context)

If adult - Age Group:

- 16-24 25-34 35-44 45-55 Over 55

Role / reason for presence at school

If offender/s is/are unknown, can you describe them? (Consider height, ethnicity, build and clothing).

Section E: What now?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Outcomes of follow up

Section F: Details of person reporting (victim, witness or third party)

