

## Charnwood Primary School



### Anti-Bullying Policy

September 2018

Reviewed	Date:	<b>September 2018</b>
	By:	<b>Ms N Jassat</b>
Agreed and Ratified by FGB	Date:	<b>27/09/18</b>
	Signed by Chair of FGB:	<b>Mr M Karim</b>
Next review	Annually	<b>September 2019</b>

**This policy is written with reference to 'Preventing and Tackling Bullying' DFE Guidance July 2017**

**This policy will be reviewed at least annually, and following any concerns and/ or updates to national and local guidance or procedures**

## Revision History

Date	Details of change
May 2016	Reviewed by Mrs M Abba – no changes made. Document re-formatted.
September 2018	<p>Reviewed by Ms N Jassat</p> <p>** Parts of this policy have been adopted from the Exemplar Anti bullying Policy for Schools – Education Safeguarding Team - Kent County Council- available on The Key website</p> <ul style="list-style-type: none"> <li>• Added section ‘ Key contact personnel in School’ on page 2</li> <li>• Amended section ‘Objectives of this policy’ on page 3</li> <li>• Added section 2 ‘Links with other school policies and practices’ on page 3</li> <li>• Added section 3 ‘Links to legislation’ on page 3</li> <li>• Added section 4 ‘ Responsibilities’ on page 4</li> <li>• Added section ‘School ethos’ on page 4</li> <li>• Added section ‘Definition of bullying’ on page 5</li> <li>• Added section ‘Forms of bullying covered by this policy’ on page 6</li> <li>• Added section ‘Bullying outside school premises’ on page 6</li> <li>• Added section ‘Responding to bullying’ on page 6</li> <li>• Added section ‘ Cyber bullying’ on page 7</li> <li>• Added section ‘Reporting’ on page 9</li> <li>• Added section ‘Supporting pupils’ on page 10</li> <li>• Added section ‘Supporting adults’ on page 10</li> <li>• Removed section ‘Procedures’ on page 3</li> <li>• Removed section ‘ Outcomes’ on page 4</li> <li>• Updated section ‘Prevention’ and renamed ‘Preventing bullying’ on page 12</li> <li>• Added section ‘Education and training’ on page 12</li> <li>• Added section ‘Useful links and supporting organisations’ on page 14</li> <li>• Removed appendix 1</li> <li>• Removed appendix 3</li> <li>• Removed appendix 4 Appendix 2 becomes appendix 1 on pages 16-18</li> </ul>

**Key Contact Personnel in School**

**Nominated Members of Leadership Staff Responsible for the policy:**

**Mrs F Nimblette – Deputy Head teacher**

**Mrs N Metcalfe – SENCO**

**Designated Safeguarding Lead(s)**

**Ms N. Jassat – Head teacher, Senior Designated Safeguarding Lead  
(DSL)**

**Mrs F Nimblette – Deputy Head teacher – Deputy DSL**

**Mrs N Metcalfe – SENCO, Deputy DSL**

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also takes into account the DfE statutory guidance 'Keeping Children Safe in Education' September 2018.

At Charnwood are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff or a trusted adult.

## **1 Objectives of this Policy**

Charnwood Primary is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form:

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Pupils and parents will be supported when bullying is reported.

## **2. Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

- Positive behaviour policy
- Safeguarding and child protection policy and guidelines
- Complaints policy
- Acceptable Use policy (AUP)
- Curriculum policies such as PSHE and computing

## **3. Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law.

These may include (but are not limited to):

- The Education and Inspection Act 2006
- The Equality Act 2010

- The Children Act 1989 and 2004
- The Malicious communications Act 1988
- Public Order Act 1986
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006

#### **4. Responsibilities**

##### **It is the responsibility of:**

- The Head teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

##### **School Ethos**

Charnwood Primary School recognises that bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school community can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

As a school community we pledge to:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships, to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Report back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seek to learn from good anti-bullying practice elsewhere.
- Utilise support from the Local Authority and other relevant organisations when appropriate.

## **Definition of bullying**

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017). Charnwood uses this definition to help children understand the seriousness of bullying compared to the unacceptable behaviours and provides the ‘STOP’ acronym to help children understand that bullying is likely to be **‘Several Times On Purpose’**.

Children are also encouraged to **‘Start Telling Other People’**

A key provision in the Equality Act 2010 is the Public Sector Equality Duty (PSED). At Charnwood we have due regard 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 people who do not share it
- Foster good relations between people who share a \*protected characteristic and people who do not share it.

**(The Equality Act 2010)**

\*The Equality Act lists a number of characteristics which must not be used as a reason to treat some people worse than others. These are: age; disability; race; sex; pregnancy, maternity and breastfeeding; gender reassignment; religion or belief; sexual orientation.

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- this includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

### **Forms of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic, biophobic )
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

### **Bullying outside School Premises**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." Where bullying outside the school is reported to school staff, it will be investigated and acted on by a member of the senior leadership team. The Head teacher will also consider whether it is appropriate to notify the police and/ or the Local Authority. If the misbehaviour could be criminal or poses a serious threat to a member of the public the police will always be informed. Any disciplinary sanction will only be imposed and implemented when the pupil is on school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

### **Responding to Bullying**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

As a school we respond promptly and effectively to issues of bullying.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.

- The Head teacher/ designated safeguarding lead or another member of leadership will interview all parties involved.
- The Head teacher/ designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Cyberbullying**

Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else' (Cyberbullying: understand, Prevent and Respond- Guidance for Schools 2016)

The widespread access to technology has provided a new medium for 'virtual bullying, which can occur in or outside school. Cyberbullying is a form of bullying that can happen at all times of the day.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

Take all available steps where possible to identify the person responsible.

This may include:

- Looking at use of the school systems;
- Identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- Inform the police if a criminal offence has been committed.

Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

At Charnwood children are not permitted to bring electronic devices into school. If an electronic device such as a mobile phone is seized by a member of staff it will be reported immediately to the Head teacher or another member of the senior leadership team.

In compliance with the Education Act 2011, which amended the power in the Education Act 1996,

- the Head teacher or a member of staff under the authority of the Head teacher may examine data or files and delete these, where there is good reason to do so. This power does not require parental consent to search through a young person's mobile phone.
- If an electronic device that is prohibited by the school rules has been seized and there is reasonable ground to suspect that it contains evidence in relation to an offence the device will be handed in to the police as soon as it is reasonably practicable.
- Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image will not be deleted prior to giving the device to the police.

### **Signs and symptoms**

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)

- begins truanting
- 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 clothes torn or books damaged
- has possessions 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 starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Reporting**

All members of the school community (e.g. pupils, parents, and staff) are encouraged to report bullying incidents to a member of staff.

### **Children are:**

- Encouraged to 'Start Telling Other People'
- To report possible bullying to a member of staff, a friend of a family member
- Write a note and post it in the '**share a worry**' box (bench near boys and girls toilets) to voice any concerns or worries they may have or request to speak to a senior leader. The box will be checked by the SENCO every week. Concerns raised will be shared at weekly management meetings with all leaders and the member of staff responsible for PSHE and anti-bullying
- Children who witness bullying of others are encouraged to support their peers by reporting any suspected bullying.

### **Staff and adults working in school will**

- Listen to every child who approaches them to report bullying
- Inform the victim's and perpetrator's class teacher
- Record the incident on the bullying incident report form and hand this in to the class teacher

The class teacher will

- Investigate the matter further by speaking to both the victim and perpetrator

- Hand in the bullying incident form to the Phase Leader and feedback outcome of meeting with victim and perpetrator
- Record the incident in the behaviour book in the 'bullying tab'

**The Phase Leader will Investigate the**

### ***Supporting pupils***

#### **Pupils who have been bullied will be supported by:**

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

#### **Pupils who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

### **Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

**Adults (staff and parents) who have been bullied or affected will be supported by:**

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head teacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy as well as Leicester City Local Authority's Anti bullying and harassment policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

**Adults (staff and parents) who have perpetrated the bullying will be helped by:**

- Discussing what happened with a senior member of staff and/or the Head teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## **1. Preventing Bullying**

### **Environment**

The whole school 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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **The whole school community will:**

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice 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.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the

school's policy and procedures (including recording and reporting incidents).

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

### **10) Involvement of pupils**

The school will:

- Involve pupils in policy writing and decision making via the school council, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **11) Involvement and liaison with parents and carers**

The school will:

- Take steps to involve parents and carers in raising awareness about policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- 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 school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **12) Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Head teacher will be informed of bullying concerns, as appropriate.

- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### **13) Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Minded: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council:  
[www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### **SEND**

- Changing faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Men cap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfES: SEND code of practice:  
[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **Cyberbullying**

- Child net International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

- Barnardos LGBT Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

The above links will be available on the school website.



**Forms of bullying used:** Tick all that apply

- |                          |                          |                                         |                          |
|--------------------------|--------------------------|-----------------------------------------|--------------------------|
| Physical aggression      | <input type="checkbox"/> | Damaging or taking personal possessions | <input type="checkbox"/> |
| Deliberately excluding   | <input type="checkbox"/> | Verbal threats                          | <input type="checkbox"/> |
| Name calling and teasing | <input type="checkbox"/> | Spreading rumours                       | <input type="checkbox"/> |
| Cyber bullying           | <input type="checkbox"/> | Extortion                               | <input type="checkbox"/> |
| Other (define)           | <input type="checkbox"/> |                                         |                          |

**Frequency and duration of bullying behaviour:**

- |                      |                          |                                 |                          |
|----------------------|--------------------------|---------------------------------|--------------------------|
| Once or twice        | <input type="checkbox"/> | Persisting over two months      | <input type="checkbox"/> |
| Several times a week | <input type="checkbox"/> | Persisting for more than a year | <input type="checkbox"/> |

**Checklist:** Tick as appropriate

- |                                         |                          |                                          |                          |
|-----------------------------------------|--------------------------|------------------------------------------|--------------------------|
| Does incident involve same person?      | <input type="checkbox"/> | Has a follow up date been set?           | <input type="checkbox"/> |
| Have parents/carers been notified?      | <input type="checkbox"/> | Has action been agreed with victim?      | <input type="checkbox"/> |
| Had individual discussions with all?    | <input type="checkbox"/> | Has action been agreed with perpetrator? | <input type="checkbox"/> |
| Had group discussion with all involved? | <input type="checkbox"/> | Are notes and comments attached?         | <input type="checkbox"/> |

**Other actions:**

- |                             |                          |                                      |                          |
|-----------------------------|--------------------------|--------------------------------------|--------------------------|
| Medical treatment required? | <input type="checkbox"/> | Referral to other agencies?          | <input type="checkbox"/> |
| Police involved?            | <input type="checkbox"/> | Specific report from staff attached? | <input type="checkbox"/> |
| Report to Governors?        | <input type="checkbox"/> | Other?                               | <input type="checkbox"/> |

**Other notes on incident (include previous behaviour):**

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