

Holbrook CofE Primary School
“Live Life in All Its Fullness”



Anti-Bullying and Cyber-Bullying
Policy

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Author	Ingrid Taylor
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Vision and Values

We are a Church of England School, committed to putting Christian values at the centre of what we do. We take inspiration from John 10:10 'live life in all its fullness.' We want our children and staff to flourish in all aspects from life and our ethos of mutual respect, encouragement and Christian love drives our approach to supporting behaviour and eradicating bullying.

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values sit at the heart of our school community and underpin every aspect of school life:

Be kind: "Whatever you wish that others would do to you, do also to them" (*Matthew 7:13*)

Be respectful: "Acknowledge those who work hard among you, who care for you in the Lord" (*Thessalonians 5:12*)

Be resilient: "Give careful thought to the paths for your feet and be steadfast in all your ways". (*Proverbs 4:26*)

Be empathetic: "Be like-minded, be sympathetic, be compassionate, be humble, love one another". (*1 Peter 3:8*)

Be courageous: "When I am afraid, I put my trust in you". (*Psalms 56:3*)

Be reflective: "Examine yourselves, to see whether you are in the faith. Test yourselves". (*Corinthians 13:5*)

The elimination of bullying is everyone's business. Every member of staff should be aware of this whole school policy and the need for a clear, unequivocal stand against bullying behaviour.

It is our intention to work closely with parents in dealing with the problems of bullying. We will endeavour, wherever possible, to involve families in developing our anti bullying policy and will aim to demonstrate to parents, through the implementation of the policy in a positive manner that we are a caring, effective school.

Through our PSHE curriculum, school rules and general ethos, we expect children to grow into caring and cooperative members of our community who have a good understanding of what constitutes bullying and what their responsibilities are in making sure Holbrook is free from bullying. We aim to empower children by providing them with strategies for dealing with any bullying behaviour they may encounter.

We believe that bullying will be prevented if both the bully and victim receive help. Bullying can be exacerbated by poor self-esteem, reinforced stereotypes, low expectations and negative labelling. We recognise that bullying is to a large extent influenced by the situation or setting in which it occurs, and that how we respond to bullying can determine whether bullying occurs again.

Bullying behaviour forms part of a wider concerning behaviours known collectively as peer-on-peer abuse. All children are capable of abusing their peers. This can manifest itself in a whole spectrum of behaviours including:

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Upskirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and rituals

The school's approach to tackling sexual violence and sexual harassment can be seen in the behaviour policy and child protection policy.

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

1.2. This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Acceptable Use of the Internet and Electronic Communications Policy
- Child on Child Abuse Policy
- Safeguarding Policy
- PSHE Policy

2. Definition

Bullying constitutes a regular act where a person or group sets out to intentionally hurt someone. The bully/bullies is/are in a position of power by either being in a group or through their size/strength/attitude. The imbalance of power is an important aspect of bullying – children may fall out with each other, even regularly and while this needs to be addressed, bullying is more serious. If someone is bullied, they often feel powerless and scared.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

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.

3. Types of bullying

Bullying may involve:

- physical - hitting, kicking, pinching, taking possessions
- verbal - name-calling, insulting or threatening remarks, (including those of a racist nature)
- indirect - nasty gossip about someone, nasty notes, exclusion from the group.

Racist bullying: 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.

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.

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.

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.

Socioeconomic 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.

Online bullying:

Online bullying is that which takes place over digital devices like cell phones, computers, and tablets. Online bullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Online bullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some online bullying crosses the line into unlawful or criminal behaviour.

The most common places where online bullying occurs are:

- Social Media, such as TikTok, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Messages sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behaviour, their 'digital footprint'. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Online bullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it. According to www.stopbullying.gov, online bullying has unique concerns in that it can be:

- Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing online bullying to find relief.
- Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- Hard to Notice – Because teachers and parents may not overhear or see online bullying taking place, it is harder to recognise.

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Bullying another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

4. Prevention

Through the curriculum (especially in PSHE (Personal, Social and Health Education) and our e-safety curriculum) and assemblies, we promote the values of co-operative behaviour. This will be through direct teaching but also through appropriate use of group work. Anti-Bullying is the focus of an annual, whole school unit of work in PSHE, with our Well-Being Taskforce and governors conducting surveys and pupil voice interviews to find out children's understanding and concerns about bullying. We have created a child friendly version of the bullying policy through focussed work with groups of children throughout the school.

We teach children to challenge bullying behaviour right from their first experiences at school and to be assertive, e.g. "I don't like you doing that. I want you to stop it."

The power of the bully is often in convincing their victim that they are guilty i.e., they have somehow brought the bullying upon themselves. By encouraging children to challenge bullies, we are emphasising that it is the bully who is making the wrong choices.

We will emphasise the need for bystanders to take an active stand against bullying
e.g.

- Making sure people are not left out of games.
- Not smiling or laughing at bullying incidents.
- Telling a member of staff about what is happening.
- Encouraging the bullied pupil to join in with their activities/games.
- Telling the bully to stop what s/he is doing.
- Showing the bully that they disapprove of his/her actions.

Presenting a firm stand against bullying is thus the responsibility of every member of the school - staff and pupils.

It is vital that staff are approachable and consider all types of bullying carefully. Where any child or parent raises concerns about bullying, this is logged formally using a bullying report form during a meeting involving the affected child, their parents/guardians, class teacher and a member of the SLT. This form details the issue and steps taken to deal with and monitor it. It also provides a date at which the situation will be reviewed with both the child and their parents/guardians in the near future.

We have high levels of adult supervision on both the infant and junior playground. Staff are made aware of vulnerable children or ongoing issues which need monitoring by the staff in charge of each Key Stage. There are feedback channels for midday supervisors to feed back to SLT about lunchtime incidents or concerns.

We may suspect or find out about cases of bullying from a variety of sources:

- Seeing an incident ourselves.
- Other adult or children's eye witness accounts.
- Complaints or comments from parents.
- Requests for help from victims.
- Children's changed behaviour.

5. Roles and responsibilities

Governors:

The governing body:

- Evaluates and reviews this policy to ensure that it is non-discriminatory.
- Checks that incidents of bullying are being handled in a fair, consistent manner, which supports victims and deters bullies.
- Where specific complaints about bullying are received from parents, governors will seek to satisfy themselves that the incidents are investigated thoroughly and sympathetically.
- It is the responsibility of all staff to be alert to possible bullying of pupils and to deal with incidents as the highest priority.

The Headteacher:

Reviews and amends this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.

- Maintains a bullying record of all reported incidents which breaks down the type of bullying reported, with specific reference to any bullying of a racist or homophobic nature or involving sexual harassment, and reports this information to governors
- Analyses the data in the bullying record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- Arranges appropriate training for staff members.

The Class Teacher:

- Ensures a positive, safe atmosphere in the classroom where children feel able to report bullying incidents.
- Develops positive relationships between pupils through the curriculum, through modelling and through expecting high standards of behaviour.
- Corresponds and meets with parents/carers Class Teachers in a timely fashion to help prevent issues developing, and to meet with parents where bullying has been alleged along with a member of the senior leadership team.
- Follow-up support after bullying incidents.
- Ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups.

All staff will:

- Be alert to any issues which may arise in their class or around school and report these to the class teacher.
- Intervene in any incident they see taking place.
- Be approachable and provide support for any child.

Parents should:

- Inform school if their child has been involved in any bullying incidents.
- Ensure their child knows what to do if they are involved in bullying issues.

6. Procedures

Class teachers should be clear about the thresholds for behaviour deemed bullying. One off, low level incidents should be dealt with in class, using the school's behaviour policy. Repeated incidents may be a sign of bullying and should be initially discussed with the Head Teacher. All allegations of bullying by a parent/carer or pupil should be treated seriously and school procedures followed. The Headteacher should always be involved where pupils or parent/carers have brought up an issue of bullying.

It is important when dealing with incidents of suspected bullying to listen carefully to all parties involved. It is useful to record the accounts of other children/bystanders to gain a fuller picture. Where there is good reason to believe that bullying has taken place or is continuing, intervention is necessary. The following steps should be taken.

- I. Offer the victim support and reassurance. **Make it clear that s/he has done nothing wrong.** Encourage him/her to take a positive stand against the behaviour of the bullying "I don't like what you are saying/doing. I want you to stop it." Be specific about what has happened.
- II. Make it clear to the bully that the behaviour is unacceptable and that repetition will have serious consequences. In line with the school behaviour policy, we avoid shouting at or publicly chastising children. It might be most appropriate to speak to the bully alone, or in some cases with the victim. Either way, it is important that the victim feels that the bully has been clearly and firmly spoken to about their actions.
- III. Fill in the bullying report form with the victim, ensuring details of incidents are logged. Actions to be taken and a timescale for reviewing the situation should be included.
- IV. Through separate discussions with the victim and bully, establish that the victim must inform staff of any further incidents while the bullying pupil is expected to show a significant change in behaviour, which will demonstrate a positive attitude to the victim. It may be that some nurture work with the child carrying out the bullying is necessary to break patterns of behaviour.
- V. Make it clear to both pupils that both sets of parents/carers will be informed and the incident kept on the bullying report form.
- VI. All staff will be informed of the incident and the victim regularly monitored to ensure there is no repetition.

The above procedure will normally be carried out by the Headteacher, a senior member of staff or the class teacher. Where the class teacher is dealing with a bullying incident, senior leaders must be informed both before the issue is tackled and after.

Actions for Pupils

We encourage pupils to speak to an adult in school, and support this by providing children with 'difficult conversation' starters and the chance to practice conversations in PSHE lessons. We provide a range of ways for children to keep they can let adults know there is an issue, through our worry tree and through having a trusted adult. Children reporting bullying will always be given the opportunity to discuss their concerns.

We remind children of the steps they can take if they are being bullied:

- I. Tell an adult that you trust - it might be any teacher, the Headteacher or another adult you feel comfortable in talking to.
- II. Tell your parents about what is happening.
- III. Tell a friend who can offer support when telling an adult.

The children's anti-bullying policy helps children know how to speak out about bullying issues.

Action for Parents/carers

- Parents/carers should reassure their child that there is nothing wrong with them and that they have done the right thing in sharing the problem.
- Advise him/her to tell a trusted adult at school.
- Support children to practise some strategies which will let the bully know they won't put up with their behaviour. This doesn't mean children have to deal with the issue themselves, it's about giving them some empowering tools to build up their ability to protect themselves and keep themselves safe in the moment bullying is taking place. Parents should not advise their child to hit back; this does not solve the problem and can make matters worse. The children's anti-bullying policy contains suggestions for responses to a bullying incident. However, what is most important is that the child should not have to deal with the issue alone or feel they have to 'sort it out'. We will always want to know if bullying has occurred so that we can deal with the issue.
- Immediately talk to the class teacher as soon as there is a problem. Low level issues can be quickly and effectively dealt with which may prevent a problem escalating. Where parent/carers, the teacher and the pupil feel an ongoing bullying issue is present, parent/carers should speak to the Headteacher or senior teacher about an agreed plan of action. We have a bullying report form which sets out the issue, steps to address the situation and monitoring points. Avoid contact with the parents of the bullying child; leave the matter in the hands of the staff.
- Keep in touch with school and let them know how things are going. School aims to deal quickly and effectively with bullying and parent/carer feedback really helps us to get this right. If the problem is not resolved, contact the Governing Body.

Guidance to senior staff when investigating bullying:

Investigating:

- The target of the bullying, the alleged bully and witnesses are all to be spoken to separately.
- If a pupil is injured, take the pupil immediately to a first aider for a medical opinion on the extent of their injuries.
- Provide privacy when talking to children - a witness is recommended for serious incidents.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts. Be empathetic and open.

Record keeping:

- A summary of the incident should be recorded on Myconcern which includes the voice of each child involved
- This record should then be kept with the initial bullying report form and used to identify appropriate actions.

Action and sanctions:

- Conventional sanctions, such as staying in at break times and lunchtimes, may be pursued. In addition to this, the following actions should be taken. Discretion can be used.

Appropriate action to deal with the bully:

- If you are satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance and future sanctions if the bullying continues.
- Use our restorative conversation format to guide a conversation with the perpetrator to explore any feelings or mis-placed reasons behind the bullying – reminding children always that we can understand behaviour but will not accept or excuse them
- If possible, try for reconciliation and a genuine apology from the perpetrator. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face- to-face meeting with the bully.)
- Make them realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Try to reach an agreement on reasonable long-term behaviour.
- Prepare the bully to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken.
- The class teacher should informally monitor the pupils involved over the next half-term.

Appropriate actions to deal with the victim:

- The class teacher should informally check in with the pupil on a daily basis as first, moving to weekly and monthly

Follow-up:

- The headteacher should formally check whether the bullying has stopped the week after the bullying, and again during the same half term.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- Encourage the victim to broaden their friendship groups by joining a lunchtime or after- school club or activity.
- The progress of both the bully and the victim should be monitored by their class teachers. One-on-one sessions to discuss how they are getting on may be appropriate.
- If the incident was sufficiently serious, follow-up correspondence with parents a month after the incident may be necessary. This should be from the headteacher.

Bullying outside of the school

- Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.
- Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

7. Follow up support

The progress of both the bully and the victim are monitored by their Class Teacher in one-on-one sessions to discuss how they are progressing may be appropriate.

The bullying incident report form sets out a timeline for reviewing and monitoring the situation

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their Class Teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered 1:1 or group nurture time, where appropriate
- Other interventions, eg friendship support to help build strong and equal friendships

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Reflecting on why the behaviour occurred
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents/carers
- Taking part in 1:1 or group nurture time
- Other interventions, eg friendship support to help build strong and equal friendships

Consideration should also be given to any issues underlying the bullying such as an undiagnosed SEND need or a safeguarding/child protection concern.

There is a cover sheet for the Bullying Report Form which provides detail as to the nature of the allegation and actions taken.

Where bullying outside school is reported to school staff we will follow the same procedures. In these cases, we look to parental support to ensure sure incidents are not repeated. The bullying will be recorded using the school's forms found in the appendix, as with any other type of bullying.

8. Approaches to combat specific areas of bullying linked to protected characteristics, including sexual harassment, racism and homophobia

Aims and Principles

The school welcomes its duties under the Equality Act 2010. We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination and identifying and eradicating explicit and implicit discrimination

In fulfilling the duties listed above, we are guided by these principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities;
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-faceted society, and in the wider context of an interdependent world.
- Our school, our curriculum and our day to day behaviour and language should be inclusive of all groups. We are especially aware of the need to ensure visibility in our curriculum when it comes to ethnicity and the LGBTQIA+ community

It is important to combat negative attitudes, which arise from ignorance and stereotyping. The education we offer and the way in which we nurture our children must take into account the diverse composition of people in the wider communities of today. We have a duty to increase children's knowledge and awareness of other cultures, languages and faiths so that they will appreciate the great similarities in people's attitudes and values in order to prepare them for life in Britain to enjoy the richness and variety which the differences bring to our lives. Such an approach will overlap many areas of school life and show through in many aspects of learning.

Objectives

- To bring to the curriculum an emphasis on the value of all cultures, creeds, languages and traditions, acknowledge and celebrating the richness and variety of our pluralist society and ensure the equality of those belonging to minority and protected groups.
- To promote self-esteem and awareness of other people's attitudes, values and needs and so combat the development of extremism.
- To foster an atmosphere in which justice and equality are seen to embrace all.

- To challenge any type prejudice in a way which is helpful and supportive to victims while also being consistent and firm to perpetrators.
- To clearly set a pattern of staff response to identified prejudicial incidents.

Implementation

The aims and objectives as stated will be promoted through:

- A consistent and positive approach by staff (teaching and non-teaching) concerning issues of a prejudicial nature
- The development of a curriculum which reflects and celebrates diversity especially in the areas of ethnicity, sex, sexuality and disabilities
- The teaching of world studies and religious education.
- Recognition of major festivals of religious groups, starting with those represented in our school.
- A sympathetic understanding of rules regarding food or dress observed by some faiths.
- Staff actively demonstrate positive attitudes towards diversity and have confidence to proactively address misconceptions or prejudice.
- Communication of our policy and approach through the brochure to parents and at induction meetings.
- Training and support for staff to develop an understanding of direct and indirect prejudice, with regard to the protected characteristics

Our response to bullying or incidents of a prejudicial nature

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. We take a serious view of any incidents involving the following:

- Physical or verbal abuse or threats which centre on the protected characteristics, or on cultural grounds
- graffiti or written insults of a prejudicial nature
- Repetition of prejudicial jokes or slogans
- The display of prejudiced materials such as badges, motifs, magazines or leaflets
- Disrespectful comments relating to customs, beliefs, food, dress, physical appearance or anything related to the protected characteristics
- Refusal to co-operate with other people because of prejudicial attitudes or beliefs
- Language which is derogatory to groups, especially the casual use of sexist, racist or homophobic slurs.

All prejudice based incidents are taken seriously and recorded and monitored in school, with the Headteacher reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying **as it informs anti-bullying interventions**. Staff receive training in order to identify incidents of this nature, and how to challenge such

behaviour. Our safeguarding curriculum promotes inclusivity and also ensures that children are taught to respect diversity and to understand the protected characteristics.

This policy is an illustration of our commitment and determination to ensure genuine equality of opportunity for every child at Holbrook.

9. Policy review

This policy is reviewed every **two years** by the **headteacher** and the **safeguarding lead**. The scheduled review date for this policy is **October 2026**.

Appendix 1: Bullying Report Form and Covering Sheet

Holbrook CofE Primary School



Bullying Report Form

This form should be completed and then handed to the designated safeguarding lead teacher.

Name of person completing form:
Date of meeting:
Present at meeting:
Name of person(s) being bullied:
Year group:
Incidents reported by:
Describe what is happening:

Where did it happen?		
When did it happen?		
Who was involved?		
Did anyone else see it happen? If so, who?		
How often has it happened and how long has it been going on?		
Have you told anyone else about the bullying?		
What sort of help and support would you like?		
Measures to be put in place by school:		
Signed by:		
Teacher	Child	Parent
Follow-up date:		

Notes from follow-up: (please attach additional sheets as needed)

Bullying Incident Form – COVER SHEET

Target(s) name(s):	Aggressor(s) name:
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Date:	Person completing form:
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TYPE	
Non-Prejudice – Emotional	
Non-Prejudice – Physical	
Non-Prejudice – Sexual	
Prejudice – Age	
Prejudice – Disability	
Prejudice – Gender re-assignment	
Prejudice – Marital status/civil partnership	
Prejudice – Pregnancy	
Prejudice – Race	
Prejudice – Religion/Belief/Non-Belief	
Prejudice – Sex or Gender	
Prejudice – Sexual Orientation	

FORM OF BULLYING	
Actual Physical Assault	
Comment – General	
Cyber – text, email, social networking	
Damaging, Hiding or Stealing Property	
Displaying Badges, Slogans or Propaganda	
Excluding from Group	
Extortion	
Graffiti	
Indirect (ignoring)	
Name calling or Similar	
Physical Contact	

SESSION/TIME	
After School	
Before School	
Breaktime	
During Lessons	
Lunchtime	

WHO REPORTED	
Parent/Carer	
Pupil at receiving end	
Witness – Pupil	
Witness - Staff	

HOW REPORTED	
Correspondence	
Email	
In Person	
Telephone	

LOCATION	
Classroom	
Corridor	
Dining Room	
Outside School	

Playground/field	
Toilets	
Walking to or from school	

DSL/HT Intervention: Outcome/Action taken		Resolved – Bullying	
Fixed Term Exclusion		Resolved – Not Bullying	
Group Work		Resolved – Prejudice	
Individual Work		Resolved – Not Prejudice	
Internal Sanction		Resolved – Aggressor Withdrawn	
No Further Action Required		Resolved – Target Withdrawn	
Parent/Carer Aggressor Contacted		Unresolved - Bullying	
Parent/Carer Target Contacted		Unresolved – Not Bullying	
Permanent Exclusion		Unresolved – Prejudice	
Restorative Meeting		Unresolved – Not Prejudice	
		Unresolved – Aggressor Withdrawn	
		Unresolved – Target Withdrawn	
		LA involvement	
		Progressed to other agency	
		Police Involvement	
		Section 47 (Child Protection)	
Name of Senior Leader		Signature	
Date			