



St Edward's School

Anti-Bullying Policy

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Statement of intent

St Edward's 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 managed, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school'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 school's positive behaviour policy, which is available to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

1. Legal framework

- This policy has due regard to all relevant legislation 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
- 1.1. This policy has been written in accordance with guidance, including, but not limited to:
 - DfE (2017) 'Preventing and tackling bullying'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2023) 'Keeping children safe in education 2023'
 - DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

2. Definition

- 2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2. Bullying is generally characterised by:
 - **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
 - **Intent:** The perpetrator(s) 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.
- 2.3 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.

2.4 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

- 3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.
- 3.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- 3.3. Bullying is acted out through the following mediums:
 - Verbally
 - Physically
 - Emotionally
 - Online (Cyberbullying)
- 3.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 3.5. **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 3.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.7. **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.
- 3.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.9. **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs, using derogatory words or slurs in relation to an

individual's disability, or deliberately excluding an individual because of their disability.

- 3.10. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
- 3.11. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- 3.12. **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.

4. Roles and responsibilities

4.1. The Board of Governors are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school 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.

4.2. The SENCo and SLT are 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.

4.3. The SENCo is responsible for:

- Keeping a record 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 at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Providing follow-up support after bullying incidents.
- Offering emotional support to victims of bullying.
- Offering education to the perpetrators of bullying through the anti-bullying programme

4.4. Keyworkers and Year Group Managers are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when bullying incidents occur.

4.5. All staff members are responsible for:

- Being alert to social dynamics amongst the pupil group.
- Being available for pupils who wish to report bullying.
- Providing follow-up support/welfare checks after bullying incidents
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Assistant Head (Pastoral) of such observations.
- Refraining from gender 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.

4.6. Parents are responsible for:

- Informing their child's Keyworker or the Assistant Head (Pastoral) if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.7. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5. Statutory implications

- 5.1. The school 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.
- 5.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- 5.3. The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff.
- 5.4. 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 crimes.

6. Prevention

- 6.1. The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.
- 6.2. All reported or investigated instances of bullying will be investigated by a member of staff.
- 6.3. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.

- 6.4. All types of bullying will be discussed as part of the RSHE curriculum. This curriculum will explore and discuss issues at age-appropriate stages such as:
- Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise abusive relationships and coercive control
 - Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.
- 6.5. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in whole school events.
- 6.6. Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.7. Potential victims of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- 6.8. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.9. All staff members receive training on identifying and dealing with the different types of bullying.
- 6.10. A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- 6.11. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.12. The SLT will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.13. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 6.14. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

7. Signs of bullying

- 7.1. Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
- Being frightened to travel to or from school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - Asking for extra money or stealing
 - Cuts or bruises
 - Lack of appetite
 - Unwillingness to use the internet or mobile devices
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered
 - Change in behaviour and attitude at home
- 7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.
- 7.3. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- 7.4. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to them becoming more easily aggravated
 - They have been the victim of abuse
 - Their academic performance has started to fall and they are showing signs of stress

8. Staff principles

- 8.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3. Unpleasantness from one pupil towards another is always challenged and never ignored.

- 8.4. All staff act immediately when they become aware of a bullying incident
- 8.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- 8.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- 8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

9. Child-on-child abuse

- 9.1. The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.
- 9.2. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.
- 9.3. 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.

9.4 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.
- 9.5. 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 (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.
- 9.6. 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.
- 9.7. The school’s Child Protection Policy outlines the school’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 school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10. Cyber bullying

- 10.1. The school has an Online Safety Policy in place, which outlines the school’s zero-tolerance approach to cyber bullying.
- 10.2. Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.
- 10.3. The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents.
- 10.4. All members of staff will receive training on an **annual** basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

- 10.5. Many of the signs of cyberbullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:
- Avoiding use of the computer
 - Becoming agitated when checking their phone at the end of the day
- 10.6. Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
- Avoiding using the computer or turning off the screen when someone is near
 - Acting in a secretive manner when using the computer or mobile phone
 - Spending excessive amounts of time on the computer or mobile phone
 - Becoming upset or angry when the computer or mobile phone is taken away
- 10.7. Parents will also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.
- 10.8. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explain how filtering and monitoring procedures work.
- 10.9. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:
- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
 - **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
 - **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
 - **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator
- 10.10. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.
- 10.11. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

11. Procedures

- 11.1. All bullying incidents are reported to the Assistant Head (Pastoral Care), who will initiate and full investigation.
- 11.2. When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged bully and witnesses are all interviewed separately
 - Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
 - If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
 - A room is used that allows for privacy during interviews
 - A witness is used for serious incidents
 - If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
 - Premature assumptions are not made, as it is important not to be judgemental at this stage
 - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
 - All concerned pupils are informed that they must not discuss the interview with other pupils
- 11.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Actions

- 12.1. If the SLT is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions.

- 12.2. The SLT informs the pupil of the plan regarding actions, including their engagement in the Anti-Bullying programme.
- 12.3. A restorative meeting may be deemed appropriate by the SLT as a feature of resolving an issue involving pupils and may be arranged if all parties agree to proceed. Restorative meetings are typically chaired by the Assistant Head (Pastoral Care) and/or a member of SLT
- 12.4. Parents are informed of bullying incidents and what action is being taken.
- 12.5. The Year Group Manager informally monitors the pupils involved over the next half-term.

13. Support

- 13.1. In the event of bullying, victims will be offered the following support:
 - Emotional support and reassurance from the school counsellor
 - 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)
- 13.2. Pupils involved in incidents of bullying will be given support and guidance through the School's Anti-Bullying programme.
- 13.3. The headteacher 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.
- 13.4. Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- 13.5. The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the pupils to address any underlying mental health or emotional wellbeing problems.
- 13.6. The victim is encouraged to tell a trusted adult in school if bullying is repeated.

14. Follow-up support

- 14.1. The progress of both the perpetrator and the victim will be monitored by their Keyworker.
- 14.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate
- 14.3. Pupils who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their keyworker, therapist or a member of staff of their choice
 - Being reassured
 - Being offered continued support
 - Being offered counselling, where appropriate
- 14.4. Pupils who have bullied others are supported in the following ways:
 - Receiving a consequence for their actions
 - Being able to discuss what happened
 - Being helped to reflect on why they became involved
 - Being helped to understand what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents

15. Bullying outside of school

- 15.1. 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 Child Protection and Safeguarding Policy
- 15.2. The headteacher 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.
- 15.3. Where bullying outside school is reported to school staff, it is investigated and acted on.
- 15.4. 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.
- 15.5. The SLT is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- 15.6. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

16. Record keeping

- 16.1. The SENCo/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.
- 16.2. The headteacher 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.

17. Bullying in a residential provision

- 17.1. Staff are aware that, unlike at day schools, children who are at residential schools who are being bullied (offline) cannot escape their bullies for long periods of time, as they are not going home as often.
- 17.2. Pupils are encouraged to share their concerns regarding bullying to staff, and support/close supervision will be implemented, as required, to ensure that all pupils feel safe whilst residing.

Bullying Report Form

Please complete the below form with as much information as possible

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?
Did anyone else see the incident?

--

According to the victim, how often does the bullying take place?

--

According to the victim, how long has the bullying been going on?

--

Anti-Bullying Programme Referral Form

Pupil Name:	Click here to enter text.	Date of referral	Click here to enter a date.
Staff Member making referral	Click here to enter text.	Is the pupil aware of this referral?	Choose an item.

Important note –Please complete with as much information as you have, in order to help us to put in place the most appropriate support and programme of education.

Bullying Behaviours	Concern?	If answered 'yes' What is the duration of concern	Is this behaviour a Main Concern
Verbal	Select	Select	<input type="checkbox"/>
Physical	Select	Select	<input type="checkbox"/>
Emotional	Select	Select	<input type="checkbox"/>
Racial	Select	Select	<input type="checkbox"/>
Cyber-Bullying	Select	Select	<input type="checkbox"/>
Sexual	Select	Select	<input type="checkbox"/>
Other (Please specify)			
	Select	Select	<input checked="" type="checkbox"/>
	Select	Select	<input type="checkbox"/>
	Select	Select	<input type="checkbox"/>

Relevant additional information

**Please give as much detail regarding what has prompted this referral.
Would you consider this pupil to be a perpetrator or a victim of bullying? Or both?
Has this pupil been involved in incidents of bullying in the past?**

Click here to enter text.

Sensitive issues to be aware of? Historic or Current?

Click here to enter text.

Please email completed referral forms to [X](#)

To be completed by SLT

Form of anti-bullying support required?

Choose an item.

Member of staff to provide therapeutic support

Click here to enter text.

Date of commencement of support

Click here to enter a date.

Date of completion of support

Click here to enter a date.

Summary of pupil's response to the support offered and any continuing concerns

Staff Member Completing Form

Click here to enter text.