



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Anti-Bullying Policy and Practice**

*"You have heard that it was said, 'You shall love your neighbour and hate your enemy.' But I say to you, Love your enemies and pray for those who persecute you, so that you may be sons of your Father who is in heaven."  
Matthew 5: 43-48*

*At St. Mary's we aim to provide an education of the highest quality to enable every child to realise their potential within a nurturing Christian community*

January 2018

### Vision Statement

Bullying takes place and is a problem in all schools. Schools which openly acknowledge that bullying is occurring and take immediate action to deal with each individual case are the most successful in ensuring that children and adults do not suffer the lasting effects of such experiences.

At St. Mary's we strive to be successful in our approach to Bullying. Our dedication to tackling this issue is clearly reflected in the annual School Development Plan (SDP). There are clearly defined objectives in the Pupil Behaviour and Safety section which clearly outline the school's ongoing commitment to developing and refining its practice in this area.

The school's policy (including child-friendly policy – appendix 4) and practice are directly linked to the school's mission statement which is:

*'At St. Mary's we aim to provide an education of the highest quality to enable every child to realise their potential within a nurturing Christian community'*

The specific linking of all behaviour to the Christian concept of community means that the intended school ethos (or way of treating people) does not tolerate bullying of any kind.

### Statement of Intent and Responsibilities

It is the responsibility of **all stakeholders** at St. Mary's:

- To take all reports of bullying seriously
- To share all reports of bullying with the school's Anti-Bullying Lead and all other relevant Stakeholders

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Individuals who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

We are committed to creating a climate of co-operation, good behaviour, safety, respect, tolerance and acceptance of difference for everyone so that we can all learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, everyone should be confident to tell someone about it and know that all 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 someone they trust. Snitching or grassing is trying to get someone **into** trouble, telling or reporting is trying to get someone **out of** trouble.

"The only things necessary for the triumph of evil is for good men to do nothing."

Edmund Burke 1795

### Roles and Responsibilities

At the time of review, the following members of staff are responsible for Bullying in the following roles:

#### **Anti-Bullying Lead**

The Anti-Bullying Lead of the School is responsible for ensuring there is an effective Anti-Bullying policy and practices in place. They are responsible for managing all reported incidents of bullying within the school.

**The current Anti-Bullying Lead is: Miss Cheryl Payne – Head Teacher**

#### **Designated Safeguarding Lead (DSL)**

Miss Cheryl Payne – Head Teacher

#### **Deputy Designated Safeguarding Lead (DDSL)**

Mrs Amanda Bishop – Deputy Head Teacher

#### **Governor with Responsibility for overseeing Safeguarding**

Mrs Sally McGeachie – Chair of Governors

#### **Anti-Bullying Ambassadors (ABAs)**

The school has a group of fifteen Anti-Bullying Ambassadors, made up of five children each from Years Four to Six. The ABAs are tasked with being vigilant for incidents of bullying and are responsible for reporting these to the Anti-bullying Lead. The ABAs meet once every half term and take the lead in planning and delivering the school's Anti-Bullying work and in particular the Anti-Bullying focus days.

### Links with other School Policies and Practices

This policy links with and should be read in conjunction with a number of other school policies, practices and action plans including:

- Child-Friendly Policy Leaflet 'Helpful Advice to Tackle Bullying' created by the Anti-Bullying Ambassadors
- Safeguarding and Child Protection
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Pupil Behaviour and Discipline
- PSHE
- Sex and Relationships
- SEN/Inclusion
- Complaints Procedure
- Equality Objectives
- e-Safety (including the AUP)

### Definition of Bullying Behaviour

'Bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude' (Wandsworth Anti-Bullying Strategy).

At St. Mary's we determine these behaviours to be bullying when they are:

- repeated
- deliberate
- and involve someone (or several people) who are stronger in some way than the person being bullied (an imbalance of power)

Incidents of bullying can occur between child and child, adult and child, child and adult, adult and adult. This policy lays out the responsibilities of all stakeholders in the school to challenge bullying.

The following roles could be involved in an incident of bullying:

**Target (victim):**

Those who are deliberately hurt, intimidated, frightened, harmed or excluded

**Aggressor (bully):**

Can be involved in incidents of bullying in three ways:

- The Ringleader  
Those leading the bullying, but not always the person 'doing' the bullying
- Assistant  
Those involved in 'doing' the bullying
- Reinforcer  
Support the bullying, might laugh or encourage other people to collude with what's going on

**Bystanders:**

Can be involved in incidents of bullying in two ways:

- Outsider(s)  
Ignore any bullying and don't want to get involved
- Defender  
Stand up for someone being bullied or do something about it

All stakeholders are discouraged from taking on the role of bystanders through regular anti-bullying awareness activities e.g. workshops on Anti-Bullying Days, visits from theatre companies, ABAs videos, storybooks, assemblies, competitions, film education etc.

**Table 1: Types of Bullying Behaviours and examples:**

The following lists are not exhaustive and will need to be added to.

Verbal Bullying	Non-Verbal Bullying	Physical Bullying	Technological Bullying
<ul style="list-style-type: none"> <li>name calling</li> <li>gossip</li> <li>spreading rumours</li> <li>belittling comments</li> <li>personal jokes</li> <li>verbal attacks</li> <li>teasing</li> <li>sexual harassment including sexually abusive language</li> <li>threats</li> <li>excluding individuals from activities, friends and social groups</li> <li>damaging a reputation</li> <li>coercion</li> <li>inciting others to do dangerous things</li> <li>inciting hatred towards an individual or group</li> <li>intimidating phone calls</li> <li>taunting</li> </ul>	<ul style="list-style-type: none"> <li>intimidating gestures</li> <li>hiding or stealing a persons belongings</li> <li>dirty looks</li> <li>sending written threats</li> <li>setting someone up to take the blame</li> <li>shunning someone</li> <li>kissing teeth</li> <li>deliberate embarrassment</li> <li>humiliation</li> <li>theft</li> <li>stalking</li> </ul>	<p>Includes a direct physical attack or an indirect attack on property or belongings</p> <ul style="list-style-type: none"> <li>beating</li> <li>biting</li> <li>choking</li> <li>kicking</li> <li>punching</li> <li>shaking</li> <li>slapping</li> <li>tripping</li> <li>spitting</li> <li>hitting</li> <li>poking</li> <li>throwing</li> <li>shoving</li> <li>urinating</li> <li>groping or unwanted touching</li> <li>ignoring</li> <li>blocking the way</li> <li>demanding money</li> <li>forcing to take part in events against their will</li> <li>forcing others to do unwanted things in front of others</li> <li>having belongings destroyed, stolen and/or ridiculed</li> <li>extortion with threats</li> <li>sexual abuse</li> <li>sexual violence</li> <li>threatening with a weapon</li> <li>using a weapon to inflict harm</li> <li>physical assault</li> <li>stealing</li> <li>happy slapping</li> <li>criminal damage</li> </ul>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> <li>email</li> <li>text messages</li> <li>internet forums</li> <li>malicious or prank phone calls</li> <li>instant messaging</li> <li>internet chat rooms</li> <li>personal websites</li> </ul> <ul style="list-style-type: none"> <li>Taking/posting/sending embarrassing or humiliating pictures and or video clips</li> <li>Using technology to threaten, intimidate or harass an individual or a group</li> </ul>

*Criminal behaviours are highlighted in yellow*

Taken from Wandsworth Safeguarding Children Board's Anti-Bullying Strategy

Individuals – **including all of the stakeholders in the school** - may be bullied because of: their appearance, SEN or disability, health conditions, home situation, race, culture, income, class, sexuality, gender, faith, religion, home or family

Anti-Bullying Ambassadors are trained in the protected characteristics as outlined in the Equality Act 2010, to enable them to be vigilant for bullying in all its forms. Anti-Bullying days focus on the ways that we are all different and how we should work to respect and celebrate our differences.

## Reporting and Recording Bullying

Bullying can be reported in the following ways:

- Using a Self-Referral Form (Appendix 2)
- By talking to someone – when you ask to speak with someone let them know immediately that it concerns bullying:
  - Talk to any Member of Staff
  - Talk to a Governor
  - Talk to a Parent
  - Talk to a Friend
  - Talk to a Peer
  - Talk to an Anti-Bullying Ambassador
  - Talk to a Problem Pal (Year Six Pupils)
  - Talk to a member of The School Council
- ~~In Bubble Time~~
- Through the Class Worry Box
- A parent who is concerned that their child is being bullied should speak to their child's class teacher immediately
- The Anti-Bullying Lead should be informed immediately every time that an allegation of bullying is made

If you, or someone else, are being bullied – you must tell someone – if you can't talk to any of the people or use any of the systems above you can seek support from the following organisations:

Organisation	Telephone	Web Address
Childline	0800 1111	<a href="http://www.childline.org.uk/pages/home.aspx">http://www.childline.org.uk/pages/home.aspx</a>
Kidscape	08451 205 204	<a href="http://www.kidscape.org.uk/">http://www.kidscape.org.uk/</a>
Anti-Bullying Alliance		<a href="http://www.anti-bullyingalliance.org.uk/">http://www.anti-bullyingalliance.org.uk/</a>
CEOP*	0870 000 3344	<a href="http://ceop.police.uk/">http://ceop.police.uk/</a>
NSPCC	0808 800 5000 (for adults concerned about children)	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
The Bullying Intervention Group		<a href="http://www.bullyinginterventiongroup.co.uk/">http://www.bullyinginterventiongroup.co.uk/</a>
The Diana Award	020 7628 7499	<a href="http://diana-award.org.uk/">http://diana-award.org.uk/</a>

\*Child Exploitation and Online Protection Centre

All stakeholders at St. Mary's have a **duty** to 'TELL' the Anti-Bullying Lead **immediately** if they are told of or have a concern that somebody is being bullied.

Where there are Child Protection or Safeguarding issues, then the matter should be reported to the School's DSL **without delay**.

Should the Anti-Bullying Lead be accused of Bullying, then the Head Teacher should be informed immediately. The Anti-Bullying Lead will be suspended from their duties as Anti-Bullying Lead while the matter is investigated.

If the Anti-Bullying Lead is also the Head Teacher, then the Chair of Governors should be informed immediately. The Anti-Bullying Lead will be suspended from their duties as Anti-Bullying Lead while the matter is investigated.

Reporting arrangements for parents/carers

When bullying behaviours (minor or major incidents) are investigated, and the incident involves children, then parents will be informed immediately and their co-operation will be expected. They will be invited to meet with the member of staff supporting any incident of suspected or proven bullying.

In the meeting, the member of staff will clearly identify and communicate the significant events of the incident and discuss the possible support that home and school could provide as well as discussing possible sanctions.

Support and sanctions will be agreed in a home school or equivalent partnership. Where children are involved, then the school will work closely with parents, consulting them fully before applying any support/sanctions.

Responding to Bullying

The response to a report of Bullying will depend wholly on the nature and frequency of offence and all stakeholders should take a preventative approach.

The school's procedure for dealing with an allegation of bullying is outlined in Appendix 3.

- The initial responsibility lies with the stakeholder who receives the disclosure about the incident.
- Pupils who receive a disclosure should report this immediately to any adult stakeholder.
- Other stakeholders who have received a disclosure in relation to bullying should first determine if it is a minor or major incident:

Table 2:

Minor Incidents	Major Incidents
<ul style="list-style-type: none"> <li>• An incident where there is doubt as to whether bullying behaviours are evident</li> <li>• An incident where a stakeholder is found to be displaying bullying behaviours for the first time</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Bullying has occurred</li> <li>• Technological Bullying has occurred</li> <li>• Racist or homophobic language has been used</li> <li>• Language relating to a persons SEN, disability, culture, sexuality, gender, faith or religion has been used</li> <li>• A second incident of bullying behaviours is evidenced</li> <li>• Criminal Bullying Behaviours (highlighted yellow in Table 1)</li> </ul>

- *All stakeholders* should reassure the person making the disclosure that they have done exactly the right thing in that they have followed the school's policy and acted in a morally responsible manner.
- Stakeholders need to be sensitive to incidents of bullying to ensure that they do not make the situation worse. They should ensure that any and all of the protected characteristics are taken into account when they are thinking about both the bully and the victim.
- They should thank them for their disclosure and assure them that *they* will follow the school's policy in managing the incident from here.
- All minor incidents should be investigated thoroughly by speaking to all of the stakeholders involved. Informal notes should be made during the investigation.
- All of the stakeholders involved, will be asked to write down their account of the incident. Blank Bullying Incident Report Forms (Appendix 1) can be found on the Public drive of the school's computer network in the folder marked Anti-Bullying.
- Regardless of the outcome of the investigation, a Bullying Incident Report Form (Appendix 1) should **always** be completed electronically, printed off and signed by the member of staff dealing with the incident and given to the Anti-Bullying Lead to hold on file **as soon as possible**.
- Where it is the first of such incidents, the member of staff should make it clear to all involved that bullying behaviours are evident and therefore the incident has been recorded using the Bullying Incident Report Form.
- **They should establish an action plan** which will support the ongoing solution of the incident so that the bully and victim are supported equally with the aim that there will be no reoccurrence of such behaviours.
- They should also clearly explain the procedure that will be followed if bullying behaviours should be evidenced a second time.
- Before any meeting with parents takes place, the school's Anti-Bullying lead should be informed.
- Where a second minor incident has occurred involving the same pupils or stakeholders, then the matter should be reported **immediately** to the Anti-Bullying Lead who will deal with the incident.
- Major incidents should be referred **immediately** to the Anti-Bullying Lead
- The Anti-Bullying Lead may determine that non-criminal bullying behaviours amount to a major incident and may also refer this to the Head Teacher.



- All major incidents involving criminal behaviours (see Table 1) will be reported immediately to the Head Teacher by the Anti-Bullying Lead.
- Parents should **always** be informed of any incident of suspected/founded bullying.

**All** reports of bullying behaviours should be logged on a Bullying Incident report form which should be given to the Anti-Bullying Lead to hold on file.

The Anti-Bullying Lead will share the information in these reports with other stakeholders as and when it is deemed necessary in order to ensure the safeguarding of all pupils. Copies of completed reports may also be placed on pupil's files.

Wherever possible, all allegations should be managed and reported to the Anti-Bullying Lead on the day on which they occur/are reported.

**Investigations should begin during the day on which incidents of bullying are reported.** Incidents which are reported after the close of the school day should be investigated as a matter of urgency the following school day.

**When an incident of Bullying is reported it should be always be taken seriously – never dismissed - and investigated thoroughly.**

- Where appropriate, all school staff should be made aware of incidents of bullying so that they can be extra vigilant and support those involved to ensure the bullying does not continue.
- This should be carried out through the fixed Safeguarding agenda point in all staff meetings.
- In the event of an incident of technological bullying – the victim should be advised immediately that they should not reply to the message and ensure all evidence is available and not deleted.
- In cases where the internet is involved, the ISP (Internet Service Provider), parents of any pupils involved and Wandsworth's e-Safety Officer should be informed.
- Following the investigation of an incident of bullying it is important that an action plan is put into place. This is also recorded on the Bullying Incident Report Form.
- The action plan should clearly specify the underlying problems are in the case, how the victim will be supported, how the bully will be supported and, where necessary, sanctioned.
- The aim of the action plan is to ensure that the bullying stops and should involve preventative measures to ensure bullying does not occur again. All

victims should be removed **immediately** from any danger. Often times, this will involve removing the bully from the situation.

- Actions plans **must** include clearly identified fortnightly review dates
- Lessons can be learned from all incidents of bullying. Where useful, the Anti-bullying Lead will disseminate anonymous information from the review of cases to all stakeholders as a way of preventing similar incidents from occurring

When constructing an action plan, staff should consider **support** for the victim. Sanctions should not be applied in isolation and should only be applied where the victim and/or bully will benefit from the sanction.

Possible strategies to support victims/bullies may include:

- A suitable member of staff is clearly identified to offer support (key worker)
- Peer or adult mediation between victim and bully/bullies
- Bubble Time
- Establishment of Positive Talk Group around victim/bully
- Establishment of Positive Self Group around victim/bully
- Establishment of Friendship Group around victim/bully
- Buddy up victim or bullies (peer network)
- Use of Problem Pals
- Class PSHE focus
- Class Circle Time focus

Possible sanctions for bullies may include:

- Separating bully from victim
- Loss of playtime/lunchtime
- After school detentions
- School community service
- Debarment from premises at lunchtime
- Internal exclusion from classes
- Exclusion from school attendance (temporary or permanent)
- Referral to relevant authorities e.g. Police, CEOP, Education Welfare Team

A review period should be set as part of the action plan where the stakeholder responsible for dealing with the incident meets with all of the individuals involved (including parent/carers where appropriate), to ensure that the bullying has stopped, deal with any outstanding issues and ensure that victim and bully know where to seek ongoing support and that all involved understand that any reoccurrences or new incidents of bullying should be reported immediately.

All complaints arising from any of the anti-bullying policies or practice, must be made and dealt with adhering to the school's Complaints Procedure.

### Strategies for Preventing Bullying

- PSHE Curriculum – Jigsaw Scheme of work is used across the school from Nursery to Year Six
- Circle Time
- Class Worry Box
- Anti-Bullying Ambassadors
- Problem Pals
- School Council
- Bubble Time – pupils request time to talk to a member of school staff about something that is worrying them
- Friendship Groups
- Circle of Friends
- Celebration of National Anti-Bullying Week
- Anti-Bullying Focus Days (one per term)
- Anti-Bullying Posters on display around school
- Safer Internet Day
- e-Safety workshops for parents
- Staff Training – regular training sessions will be planned within the school's INSET and Staff Meeting cycles on a range of topics to ensure that they are well-equipped to deal with all forms of bullying
- Each class is assigned a link Lunchtime Supervisor and supervision ratios are good
- Fixed Safeguarding agenda points in Key Stage, Support Staff, Staff and SLT Meetings
- Diversity Role Models

### Signs that someone is being bullied

Vigilance is key. Victims may indicate signs of behaviour that they are being bullied. All stakeholders should be aware of the possible signs and they should investigate further if someone:

- is frightened of walking to and from school
- doesn't want to go on public transport to/from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning or claims to feel ill
- begins to do poorly at school/work
- comes home with clothes torn/belongings damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing
- continually 'loses' dinner or other monies
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying others e.g. siblings
- stops eating

- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours may indicate other problems, but bullying should be considered a possibility and explored

### Monitoring and Review

We will review this policy once every year as well as responding to trends that suggest the need for review. The school uses the guidance from the Department for Education, the Anti-Bullying Alliance and the Wandsworth Anti-Bullying Strategy.

### Consultation and Participation

Parent and Pupil Surveys are conducted regularly in which parents and pupils have an opportunity to give their views on the standard of behaviour in the school and specifically how the school deals with alleged incidents of bullying i.e. how effective this policy is in practice.

The analysis of these questionnaires and those conducted by the Anti-Bullying Ambassadors is used to compile objectives for the Behaviour and Safety section of the school's annual development plan (SDP).

The policy was given a comprehensive and rigorous review and rewrite in March 2012. It was audited by the Local Authority's Lead Officer for Inclusion (Inclusion Service) and underwent a period of consultation with all stakeholders especially parents/carers and pupils before it was approved by the Pupil Committee and then formally adopted by the full Governing Body in September 2012.

Policy Reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **June 2014**

Adopted by Governors: **July 2014**

Suggested Date of Next review: **June 2015**

Policy Reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **May 2015**

Adopted by Governors: **May 2015**

Suggested Date of Next review: **May 2016**

The Anti-Bullying Lead has used the Bullying Intervention Group's Policy Checklist to support her most current review of the Policy.

Policy Reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **May 2016**

Adopted by Governors: **May 2016**

Suggested Date of Next review: **May 2017**

The Anti-Bullying Lead has used the Bullying Intervention Group's Policy Checklist to support her most current review of the Policy.

Policy Reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **June 2017**

Adopted by Governors: **June 2017**

Suggested Date of Next review: **May 2018**

The Anti-Bullying Lead along with representatives of the Anti-Bullying Ambassadors have used the Bullying Intervention Group's Policy Checklist to support their most current review of the Policy.

Policy Reviewed by:

Name: **Miss Cheryl Payne – Head Teacher**

Date: **January 2018**

Adopted by Governors: **February 2018**

Suggested Date of Next review: **March 2018**

Appendix 1

**St. Mary's CE Primary School**  
**Bullying Incident Report Form**

Details of those involved:

	Person being bullied	Person displaying bullying behaviour
<b>Names:</b>		
Please also provide per name:		
<b>Year Group:</b>		
<b>Ethnicity:</b>		
<b>Disability or SEN:</b>		
<b>Gender:</b>		

Type of incident (tick all that apply): ✓

<input type="checkbox"/>	Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia)	<input type="checkbox"/>	Verbal (e.g. name calling, ridicule, comments)	<input type="checkbox"/>	SEN or disability related
<input type="checkbox"/>	Incitement (e.g. spreading rumours or encouraging others to participate)	<input type="checkbox"/>	Segregation (e.g. excluding, ignoring or avoiding)	<input type="checkbox"/>	Religion or belief related
<input type="checkbox"/>	Damage to personal property	<input type="checkbox"/>	Theft or extortion	<input type="checkbox"/>	Gender identity related
<input type="checkbox"/>	Physical (e.g. hitting, kicking, pushing or unwanted touching)	<input type="checkbox"/>	Racism (e.g. skin colour, nationality, culture, ethnicity)	<input type="checkbox"/>	Related to the target's perceived characteristics (e.g. their skin colour or learning disability)
<input type="checkbox"/>	Cyber bullying (e.g. text, Facebook or email)	<input type="checkbox"/>	Homophobia (e.g. derogatory use of the word 'gay')	<input type="checkbox"/>	Related to the perceived characteristics of someone the target associates with (e.g. family member, friend etc.)
<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Sexism/Sexual harassment	<input type="checkbox"/>	Persistent bullying

Other (please describe below):

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Description of the incident:

When did it happen? Date and Time	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders

Appropriate action agreed to be taken (tick all that apply): ✓

With the individual(s) displaying the bullying behaviour		With the individual(s) who has/have been bullied		Within the School	
	Apology to the pupil who has been bullied		Comfort and reassurance		Staff/governor training
	Awareness raising (behaviour unacceptable/valuing diversity)		Buddying, mentoring or peer support		Class/peer group workshop
	Restorative justice		Counselling		Assembly subject
	Disciplinary action		Referral to specialist help/agency		Review of curriculum or policy
✓	Notify parent/guardian	✓	Notify parent/guardian		Campaign e.g. posters
	Exclusion		Medical treatment		Letter to parent/guardians
	Notify Police	✓	Set review dates		Initiative with learning community/LEA
	Other (Please describe below)		Other (Please describe below)		Other (Please describe below)

Repeat incidents: ✓

	Please tick here if this is a repeat incident
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Dates of previous incident(s):

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Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, whether pupils involved have a CAF, or might need a CAF, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage

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Review date:

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Notes from review:

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Name of person completing this form:

Position:

Signed:

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Date:

DD	MM	YYYY
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Please print a copy of this form, put in an envelope and place it in the pigeon hole of the Anti-Bulling lead: **Miss Cheryl Payne, Head Teacher**



Appendix 2

**St. Mary's CE Primary School**  
**Pupil Bullying Self-Referral Form**



It is wrong for anyone to:

- Bully you
- Take or harm your things
- Hurt you or call you names
- Make you feel frightened or stop you from going places
- Touch you without your permission
- Be nasty to you (or others) because of your background and how you look (for example because you are a boy or girl, or because of your skin colour or if you have a disability, or you are gay or because of your religious beliefs)

If you have experienced any of these things please tell us. We are sorry that it has happened and want to stop it from happening again.

- You can fill this form out by yourself and put it in the bullying box or give it to your teacher
- You can also talk to a member of staff and ask them to fill in a form for you

We will respond to your report sensitively

*Cheryl Payne*

Cheryl Payne  
Head Teacher/Anti-Bullying Lead

What is your name and class?

When did the incident happen (date and time)?

What has happened to you and who was involved?

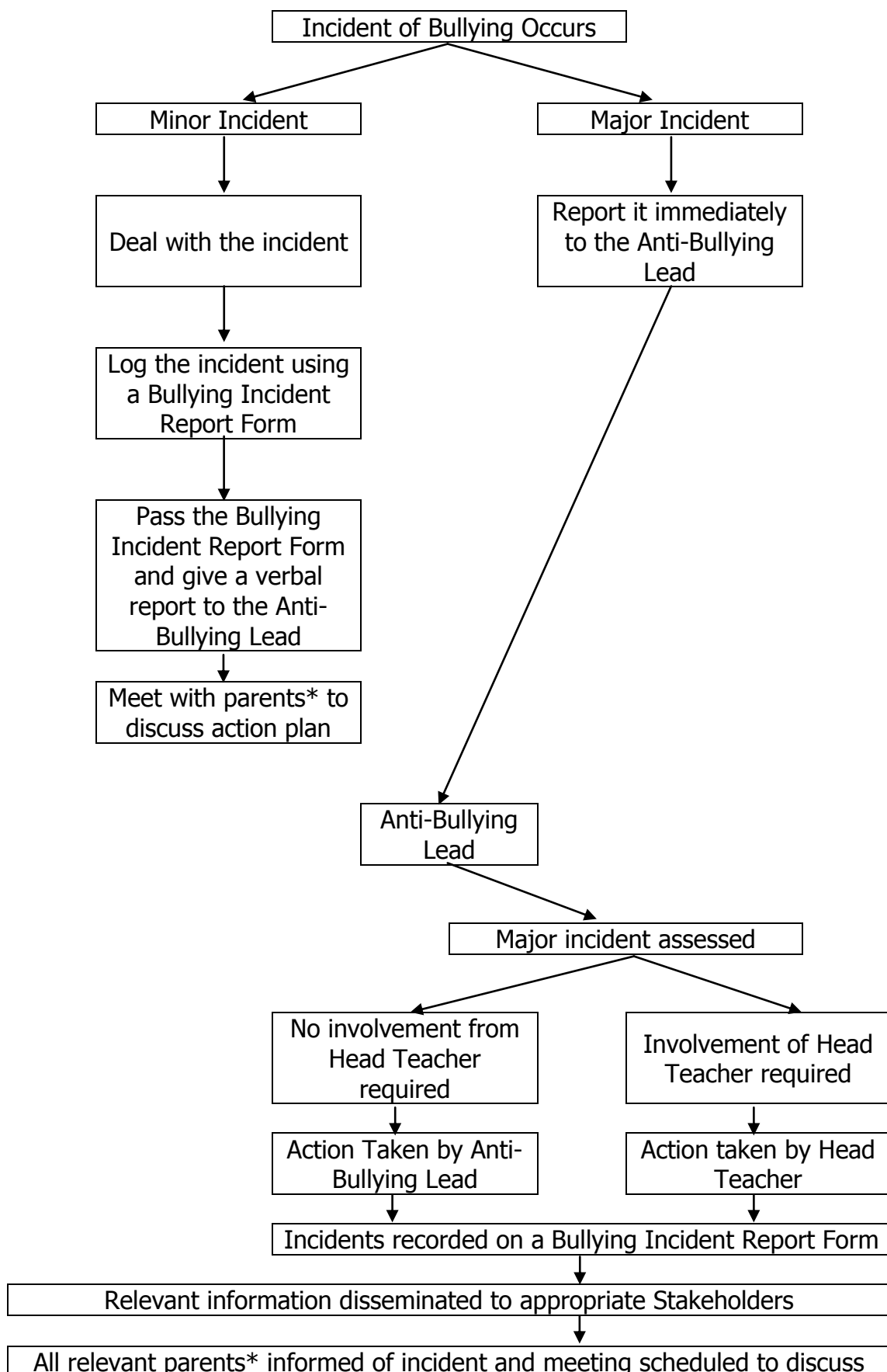
Where did it happen?

Did you tell anyone? Who? What did they do?

What would you like the school to do?

Appendix 3

**Procedure to be followed when dealing with suspected incidents of bullying**



\*Where the victims and bullies are children

Appendix 4

**Child-friendly Policy**

**What do I do when I see bullying?**

- Tell a trusted adult, don't keep it to yourself
- Be their friend, support them, be kind
- **DON'T JOIN IN!**
- Tell the bully to stop! (Only if it is safe to do so)



**What should I do if I'm being bullied?**

You **must** tell a trusted adult in school.

You also can...

1. Tell your parent or carer
2. Tell a friend
3. Ask an Anti-bullying Ambassador for advice
4. Tell a playground pal
5. Discuss matters in circle time
6. Call ChildLine (0800 1111)
7. Put a note in your class Worry box
9. Fill in an anti-bullying self referral form



St Mary's CE Primary School

**Helpful advice to tackle bullying**



## When is it bullying?



On Purpose

It happens **O**nce or more than once

There is an imbalance of **P**ower

Scenario 1:

Seven people are being mean to you and are overpowering you. It only happened once. Is that bullying?

YES

Scenario 2:

A boy in your class calls you horrible every day. Is that bullying?

YES

Scenario 3:

A girl in your class pushes you once by accident but you think it is on purpose. Is that bullying?

NO

## Types of Bullying

**Cyber Bullying:** When somebody is hurting your feelings online.

**Verbal Bullying:** Someone says something that makes you feel sad and you ask them to stop but they don't listen.

**Physical Bullying:** When somebody hurts your body: kicking, punching, slapping and spitting.

**Emotional Bullying:** When someone tries to scare or humiliate you by isolating or ignoring.



## Don't be a Bully, be an Anti-Bully



ChildLine 0800 1111

<https://www.childline.org.uk/>

Designed By Jacob and Alice Y6 2017