Anti-Bullying Policy

Policy reviewed: July 2016
To be reviewed: July 2017

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy links to 'Every Child Matters'
• Be healthy
• Stay safe
• Enjoy & achieve
• Make a positive contribution
• Achieve economic well-being
The Lantern Community Primary School
Whole School Anti-Bullying Policy

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Section 1 Context including National and Local policy and legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. National and local research shows that bullying is perceived to be widespread. Consultation with children and young people (CYP) repeatedly identifies bullying as a key concern for them. Protection from bullying and the right to attend education without fear is covered by a number of legislative drivers and non-statutory guidance including the School Standards and Frameworks Act 1998 that defines the school’s legal responsibility stating ‘Head teachers in state school have a duty to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all forms of bullying among pupils’. Under the Education Act 2002, schools have a legal duty to ‘safeguard and promote the welfare of pupils’, which includes protecting CHILDREN from bullying. More recently the Education and Inspections Act 2006 imposes a statutory duty on governing bodies to promote wellbeing in the 5 ‘Every Child Matters’ outcomes.

This policy takes into account the following national guidance:

- The Schools Standards & Frameworks Act (1998) - all schools are required by law to have an anti-bullying policy
- The Education Act (2002) - gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people
- The Education and Inspections Act (2006) - imposes a statutory duty on governing bodies to promote wellbeing in the context of ‘Every Child Matters’ and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students and reiterates the power of school staff to use physical force in certain circumstances
- The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons
- The Race Relations Amendment Act (2002) requires schools to have a Race Equality policy, which stipulates how the school will work towards the elimination of racial discrimination and promote good race relations
- The Special Educational Needs and Disability Act (2001) states that it is unlawful for any school to discriminate against disabled pupils
- The Disability Discrimination Act (2005) places a duty on schools to ensure that any person with a ‘physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities is not subject to discrimination"
- The Equality Act (2006) has implications for schools around issues of relation and belief, gender and sexual orientation
• The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children: 'Be Healthy, Stay Safe, Enjoy and achieve, Make a positive contribution, Achieve economic well-being'

• Ofsted’s Revised Guidance (2005) provides information on how Ofsted will report on the way in which schools and children's services are working to monitor and prevent bullying

• The DfES guidance Safeguarding Children in Education (2004) - safeguarding children covers not only child protection but also other areas including bullying

• The DfES guidance Working Together to Safeguard Children (2006) provides guidance on managing bullying in school

• The Human Rights Act (2000) is based on the European Convention on Human Rights. 2 beneficial articles are: Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment', Article 6: ‘Everyone has the right to respect for his private and family life, his home and his correspondence’

• The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying: Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability', Article 3: 'A child's best interests should always be the main consideration', Article 12: 'Children's opinions should always be taken into account in matters that concern them', Article 19: 'Children have a right to be protected from being hurt or badly treated', Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

This policy is implemented within the broader context and agenda set by 'Every Child Matters' (2004) and the Children Act (2004) which firmly establishes that schools and other organisations providing services for CHILDREN have a responsibility to provide the necessary resources needed to ensure that the CHILDREN in their care can be safe, healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on these five outcomes and seeks to evaluate how well school are meeting these aims. Dealing with bullying, discrimination and harassment is a high profile aim in two of the five national outcomes for CHILDREN namely 'Stay Safe' 'Make a Positive Contribution' as well as impacting on the other three outcomes. Under these two key outcomes schools are inspected for the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. The new Self-Evaluation Form (SEF) requires schools to routinely gather and analyse school data to inform practice and response. This includes monitoring incidents of bullying and evaluating the school’s anti bullying responsive and preventative strategies. (See appendix A Inspecting Schools)
Section 2 - What is Bullying?

a) Our Shared Beliefs about Bullying
The Lantern School believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people.

At our school we define bullying as:
'Emotionally or physically harmful behaviour which is:
• Repetitive and persistent
• Intentionally harmful, carried out by an individual or a group
• Intended, based on a perceived imbalance of power leaving the person who is being bullied feeling defenceless.

In 'child-speak' this would be:
'Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in and makes you too scared to tell a teacher'

These definitions are consistent with the definition of Cambridgeshire County Council, which states that bullying is 'the persistent, deliberate attempt to hurt or humiliate someone'.

c) Bullying Forms and Types
Although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or other characteristics such as; race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

Bullying can take a number of different forms. Children and young people can be bullied in ways that are:
Physical - by being hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.
Verbal - by being teased in a nasty way; insulted about their race, religion, culture or sexuality; called names in other ways or having offensive comments directed at them.
Relational / indirect - by having nasty stories told about them; being left out, ignored or excluded from groups.
Electronic / 'cyber bullying' - for example, via mobile phones (text messages, calls, picture/video clips) and computers (emails, website, chat room, instant messaging)
Specific Types of Bullying can include prejudice driven bullying such as:

- Racist bullying - Schools have a statutory duty to log all incidents of racial bullying and submit them annually to the local authority.
- Faith based bullying
- Gender or Sexist bullying
- Homophobic bullying
- SEN / Disability bullying

d) Recognising Signs and Symptoms
Children may indicate by signs or behaviour that they are being bullied. The following signs and behaviour could indicate other problems but bullying should be considered as a possibility.
Possible signs and behaviour include:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what’s wrong
- Developing cuts, bruises and other injuries
- Unwilling to go to school, school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possession go ‘missing’ and money ‘lost’
- Starting to steal money (to pay bully)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares

We acknowledge that a child who exhibits bullying behaviour will also need support. We will investigate the underlying cases of the bullying behaviour.

Section 3 – Implementing the Anti Bullying Policy in our School
a) Introduction
This anti bullying policy is set within the wider context of the school’s overall aims and values and our work as a National Healthy School. As a National Healthy School, we are committed to engaging with a whole school approach to examine and develop all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.
At The Lantern school:
- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values within a broadly Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and culture where tolerance and respect are promoted and diversity and difference are recognised and celebrated.

Other school polices which support our Anti Bullying policy include whole school Behaviour Management, Race Relations, Child Protection, Equal Opportunities, Inclusion statement, SEN, Disability Equality, PSHE.

b) Policy Aims
The aim of this anti bullying policy is to communicate the school’s approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The policy provides clear guidance on how the school intends to:
- raise the profile of bullying and the effect it has on children and young people’s emotional health and well being, life chances and achievement
- make clear to everyone within our whole school community that no form of bullying is acceptable
- encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy
- support children who are bullying, in recognising the seriousness of their behaviour and to offer support to help them to readjust their behaviour
- offer support and comfort to children who have been bullied
- provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying
• identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support when needed
• ensure all staff are trained and supported and model positive relationships
• regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
• provide Personal Social, Health and Citizenship Education within the curriculum that includes learning about bullying and discrimination

c) Reporting Incidents of Bullying
Our school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which may include access to:
• Worry boxes, which are monitored regularly and discussed during circle time sessions.
• Buddies, used where appropriate, who are identified by the children themselves, including older pupils and adults other than teaching staff to whom children who are experiencing being bullied may turn
• Trained members of staff to talk with and share their concerns
• Planned circle time sessions

The school’s incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:
• the school’s and or /local authorities anti bullying leaflet for Children and Young People
• the school’s and or /local authorities anti bullying leaflet for parents/carers
• the school’s prospectus/booklet
• the school’s curriculum/open evenings for parents/carers
• our school involvement in the annual ‘National Anti bullying Week’

d) Responding to Incidents of Bullying
Our school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. When an incident of bullying occurs, staff should report it to a member of the Senior Leadership Teams as soon as feasibly possible. The school will investigate the incident including the context and the roles of the people involved.

The procedure and stages in responding effectively to bullying at our school are:
1. **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied, it is important to acknowledge this. A child’s feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner.

2. **Establishing and recording what happened** by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying (‘bystanders’). Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies will also be recorded. The logging form covers:
   - Date, time incident reported
   - Member of staff to whom the incident was reported
   - Date, time, location of alleged incident
   - Nature of the alleged incident
   - Date, time when parents/carers were informed
   - Details of immediate action taken
   - Details of follow up strategies including outcomes of mediation and reconciliation process

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records will be factual and where opinions are offered these will be based on factual evidence. Children will be invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate children will be told what should happen to the information. Logging incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. Records of bullying incidents will be kept in a locked filing cabinet in the H.T office and in perpetuity. (See appendix B Lantern School Bullying Incident Report Form)

In cases of racist bullying or racist incidents, a written record will be given to the governing body to submit figures in relation to racist bullying / incidents to the local authority on an annual basis.

3. **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. The school’s response will endeavour to meet the circumstances of the particular situation. For serious, persistent and long term cases of bullying, the school will utilise the sanctions as stipulated in the school behaviour policy. In new cases of bullying, bullying of a less serious nature and situations where it appears that with some intervention, the behaviour of the bully can be modified and the bullying stopped, the school will initiate the agreed process for mediation, problem solving and reconciliation between all parties.
Staff may wish to use the 'Support Group Method' by Barbara Maines and George Robinson. This process supports the person who is doing the bullying to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. Doing this in an emotionally intelligent way will require focusing on the unacceptable behaviours being displayed, and not reinforcing a sense of the individual being bad. The school believes that all bullying is unacceptable but that many children who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour.

Where Children do not respond to intermediate strategies and in the case of more serious bullying including violence and damage to property, the school will take further tougher action in relation to children who have been bullying. The school will draw upon the school’s behaviour management policy and follow the system for sanctions.

In cases of serious violence and bullying, exclusion from school is an option that the head teacher can consider. Where the head teacher has opted to exclude a child, appeal panels have been told that in these cases they ‘should not seek to overrule such a decision on appeal’. (DfES Don’t Suffer in Silence).

4. **Communicating with the whole school community in the event of a serious incident.** The school will communicate, where necessary and appropriate to the whole school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers where appropriate.

5. **Monitoring and following up with all parties concerned,** including parents/carers to ensure that the bullying has stopped. Part of the school’s process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to be done. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to
the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

e) Working with Parents/Carers
Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the school to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote and make it harder to reach a resolution that is effective and long lasting. A record of the meeting and agreed actions/responses will be recorded by the school.

Our school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher and more senior members of staff such as a member of the Senior Leadership Team, Deputies/ Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents report form. (See appendix B) The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

• See section c for guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children.

f) Following Up / Supporting and Monitoring
Our school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the
sanction route. Some of the following strategies form a part of the school’s anti bullying preventative work. Our strategies may include:

- **A Support Group Approach** - The teacher/ member of staff acts as a neutral third party and uses open questions to enable the child to explore and solve the problem for themselves.
- **Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality Diversity Service (CREDS)**
- **Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.**
- **Providing supportive and nurturing structures such as a ‘Circle of Friends’ for identified vulnerable individuals**

**g) Prevention**

Our school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment for CHILDREN and the whole school community. Alongside the school’s responsive strategies for dealing with bullying incidents when they occur, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- **Adopting positive behaviour management strategies as part of the school’s Behaviour Policy**
- **Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.**
- **Implementing a whole school approach to the teaching of PSHE**
- **Ensuring that the school’s anti bullying statement or charter is actively promoted in assemblies and other formal occasions**
- **Providing training on behaviour management and anti bullying for all relevant staff including playground staff**
- **Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying**
- **Providing peer support systems such as playground buddies and playground Friendship Benches**
- **Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns**
- **Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children’s emotional wellbeing**
• Providing confidential communication systems such as Worry Boxes, Circle Time and working with CHILDREN to identify key individuals with whom they can confide.
• Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
• Providing social skills groups for vulnerable individuals and groups
• Providing a transition programme to support children moving across year groups and key phases.
• Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites
• Engaging in community initiatives and safer school partnerships

h) Delivering the Entitlement Curriculum for Friendships and Relationships and Bullying in our school
The school acknowledges the role of the PSHE curriculum in preventative work on bullying. This curriculum supports the development of children's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.
• The school adopts the Cambridgeshire Primary Scheme of Work for PSHE in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
• The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE curriculum is taught through:
• Designated lessons and focused events.
• Theme work.
• Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education, outside agencies.
• Anti Bullying Week sessions

See school's PSHE policy for further detailed information on curriculum planning, teaching methodologies and teaching resources

i) Children's Consultation and Participation
The school considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are
actively encouraged to participate in identifying both the problems and solutions to bullying and engaging in initiatives to support an anti bullying ethos in school. Children actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Making decisions about how to address and tackle bullying
- Learning how to play an active participant role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating

The school adopts a number of democratic methods / systems for promoting pupil consultation including:

- Class and school councils
- Active learning and interactive learning techniques included in PSHE such as role play, puppets, group work and creative arts.
- Surveys including written questionnaire’s, draw and write and research designed and carried out by children.

j) Whole Staff Awareness and Training Opportunities
The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. The views of staff are sought as part of the school’s review and evaluation of the anti bullying policy and used to inform developments and enhance the school’s anti bullying ethos and practice.

k) Involving Outside Agencies
The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Support and involvement from outside national and local agencies and organisation include the:

- National Anti Bullying Alliance, Child Line, Kidscape
- Cambridgeshire Specialist Teaching Service (Local authority Access and Inclusion Service)
- Cambridgeshire PSHE Service
- Cambridgeshire Education Child Protection Service
- Local Authority Education Welfare Officers
- Local Authority Education Psychologists
- Children and Adolescent Mental Health Services (CAMH)

l) Monitoring and Evaluating the Anti Bullying Policy
The Anti Bullying policy will be reviewed annually by the teaching staff initially and then by governors, to ensure the school's practice is effective and sustained. This process also includes regularly reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. When and where appropriate, children could be involved in the consultation.
Section 4 – Appendices
Appendix A - Inspecting Schools

Every Child Matters
Self Evaluation Form
Bullying, Discrimination and Harassment
Key Judgements and Evidence

How our School meets the 'Every Child Matters' Agenda

Outcome 2: Stay Safe

Stay Safe

- Safe from maltreatment, neglect, violence & sexual exploitation
- Safe from accidental injury & death
- Safe from bullying & discrimination
- Safe from crime & anti-social behaviour in and out of school
- Have security, stability and are cared for
- Parents, carers & families provide safe homes & stability

Links to Self Evaluation Form

4. PERSONAL DEVELOPMENT AND WELL-BEING
4b To what extent do learners feel safe and adopt safe practices?

Schools should report on:
- whether learners feel safe from bullying and racist incidents
- the extent to which learners have confidence to talk to staff and others when they feel at risk.

Inspectors should evaluate the extent to which learners:
- display concern for others and refrain from intimidating and anti-social behaviour
- feel safe from bullying and discrimination and how confident they feel in reporting incidents and getting support if victims of it.
4. PERSONAL DEVELOPMENT AND WELLBEING

4d How well do learners make a positive contribution to the community?

Schools should report on:
- learners’ growing understanding of their rights and responsibilities and of those of others
- learners’ ability to express their views and take part in communal activities

Inspectors should evaluate the extent to which learners:
- form stable, positive relationships with others
- show social responsibility, and refrain from bullying and discrimination

5. THE QUALITY OF PROVISION

5b How well do the curriculum and other activities meet the range of needs and interest of learners?

Schools should report on:
- The extent to which the provision enables and encourages learners to be healthy and stay safe

Inspectors should evaluate the extent to which the provision:
- Contributes to the learners’ capacity to stay healthy and safe
(For use in the event of a serious incident)

This form should be completed within 24 hours of the incident being reported. Due consideration should be given to issues surrounding confidentiality and third party information.

### ALLEGED BULLYING INCIDENT

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<th>Year Group</th>
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<th>Nature of incident, identify details of any injury or damage to property, etc</th>
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Circle any elements that apply:

- Racist
- Sexual/Sexist
- Homophobic
- SEN/Disability

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<th>Member of staff to whom the incident was reported</th>
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<td>Alleged perpetrator(s):</td>
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<td>Name(s)</td>
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<td>Group</td>
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<tr>
<th>Witnesses to the incident</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Witness reports of incident (continue on separate sheets if necessary)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parents/carers of alleged subject(s) informed:</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/carers of alleged perpetrators informed:</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of immediate action taken</th>
</tr>
</thead>
</table>