

Newry High School



Anti-Bullying Policy

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Introduction and Statement

Newry High School believes that its students and staff have the right to learn and work in a secure environment without fear of bullying. It is the responsibility of all students and staff to contribute in whatever way they can to the protection and maintenance of this environment. All bullying behaviour is in contravention of children's rights and contrary to our core values and principles. Newry High School is completely opposed to all forms of bullying.

Context

This policy has been developed within the following legislation and guidance.

The Legislative Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016
 - Provides schools with a legal definition of bullying.
 - Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
 - Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
 - Sets out under which circumstances this policy should be applied, namely:
 - In school, during the school day
 - While travelling to and from school
 - When under control of school staff, but away from school (e.g. school trip)
 - When receiving education organised by school but happening elsewhere (e.g. in another school in the ALC)
 - Requires that the policy be updated at least every four years.

- The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
 - Safeguard and promote the welfare of registered pupils' (A.17)
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context:

- The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
- Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
- Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
 - Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
 - Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

- United Nations Convention on the Rights of the Child (UNCRC)
 - Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
 - Be protected from discrimination. (A.2)
 - Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
 - Education. (A.28)

Ethos & Principles

Our overarching aim in Newry High School, is to provide an inclusive and diverse curriculum which is balanced, broad, relevant and appropriate. We will:

- promote the spiritual, moral, cultural, diverse, mental and physical development of students;

- prepare students for the opportunities, responsibilities and experiences of adult life;
- actively challenge each pupil ensuring all students reach their full potential.

At Newry High School we value:

Respect

We expect all members of our school community to take full account of other people's views and feelings: always remembering that individuals have responsibilities to other people. Considerate behaviour, trust, courtesy and cooperation are all elements of this key value. We expect everyone to work together and develop positive relationships.

Responsibility

We expect all members of our school community to think for themselves and act morally. We expect students to learn to take more responsibility for their own learning as they become young adults.

Excellence

We expect to achieve the highest possible standards in all areas of our work with parents and students. We will strive for continuous improvement in all that we do through effective and rigorous self-evaluation.

We, therefore, aim to create an inviting and positive student centered learning environment where individuals are valued for their own personal strengths. We expect students to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

Anti-Bullying Ethos

At Newry High School, we believe that ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos which may be detected in the feelings of security at every level within our school. This may be achieved through:

- creating a sense of belonging amongst all strands of our school community;
- developing an atmosphere of mutual respect and caring;
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes etc. in an atmosphere of trust;
- implementation of a Behaviour Management policy which creates a full sense of justice and fair play amongst our school community;

- providing opportunities for every person to succeed and to be affirmed in their self-worth;
- promoting positive relationships at every level;
- working with parents for the mutual benefit of all;
- establishing and maintaining links with the wider community;
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care;
- creating a sense of self-worth at every level.

Our school subscribes to the view that every pupil has a right to feel safe and secure on all levels.

- We believe in a society where bullying is unacceptable and will actively promote an Anti-Bullying ethos which allows for the development of the whole person.
- We believe that every child and young person should be celebrated in their diversity.
- We are committed to a preventative, responsive and restorative anti-bullying ethos across the school.
- We value and respect the views and contributions of our students.
- We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment.
- We aim to lead every pupil into making good choices which will form the basis for a healthy and positive lifestyle.

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, teaching and ancillary staff, in compliance with the Addressing Bullying in Schools Act (NI) 2016.

Newry High School meets this requirement in the following ways:

- Survey/questionnaires distributed to parents, pupils and whole school staff (Term 2 2020).
- Awareness-raising programmes for all pupils through Assemblies, P.S.E. and LLW.

- Obtaining the views of elected Student Council representatives.
- Awareness raising programmes for parents e.g. Year 8 Information Evening and school website.
- Awareness raising and training for all staff, prefects and Anti-Bullying Ambassadors during Staff Development Days or at the start of Term 1.
- Monitoring effectiveness of our preventative policy through use of Bullying Concern Assessment Form (BCAF) and Pastoral Team meetings.
- Formal review/update of policy (every four years or as required) formally adopted by Board of Governors.

What is Bullying?

The Legal Definition of Bullying for Northern Ireland as outlined in the 2016 Act

(1) In this Act "bullying" includes (but is not limited to) the repeated use of - a) Any verbal, written or electronic communication

b) Any other act, or

c) Any combination of those, by a pupil or group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

1. For the purposes of subsection (1), "act" includes omission".

In determining 'harm' we, in Newry High School define it in line with DE guidance as:

- Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
- Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Bullying is behaviour that is usually, but not exclusively, repeated. It is carried out intentionally to cause either or both physical or psychological hurt, harm or to adversely affect the rights and needs of another or others.

Criteria for assessing alleged incidents of bullying

When assessing a one-off incident, to make a decision on whether to classify it as bullying, the school shall consider the following criteria:

- severity and significance of the incident;
- evidence of pre-meditation;

- impact of the incident on individuals (physical/emotional);
- impact of the incidents on wider school community;
- previous relationships between those involved;
- any previous incidents involving the individuals.

Any incidents which are not considered bullying behaviour will be addressed under the school's Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- Physical e.g. hitting, pushing, kicking, spitting, theft, damage to personal property, writing offensive notes about another person.
- Verbal and emotional e.g. name calling, persistent teasing, spreading malicious rumours, making threats, belittling another person's abilities or achievements, ridiculing another person's appearance, way of speaking or mannerisms.
- Gestures e.g. hand signals of a derogatory nature, clenching fists, threatening movements.
- Indirect e.g. social exclusion, persuading others to stop a pupil doing an activity, refusing to include someone in group work.
- Religion based/Racist/Disability e.g. religious/racist taunts, sectarianism, graffiti, gestures.
- Sexual e.g. unwanted physical contact, homophobic behaviour, abusive comments, name calling.
- Misusing technology. Using online platforms or other electronic communication to carry out many of the written acts noted above. Impersonating someone online to cause hurt. Sharing images (e.g. photographs or videos) online to embarrass someone.

It is not possible to list all forms of bullying in this document, but every incident will be considered on an individual basis, taking into account the intent and the context in which it occurred.

Signs of bullying might include:

- Unwillingness to come to school;
- Withdrawn, isolated behaviour;

- Complaining about missing possessions;
- Refusal to discuss the problem;
- Easily distressed;
- Damaged or incomplete work;
- Phantom illnesses involving being sent home from school;
- Actual illnesses caused by stress, lack of sleep, changes in eating habits;
- Attempts to inflict harm on themselves.

This list is not exhaustive.

Various motivations behind bullying include, but are not limited to:

- Age
- Appearance
- Breakdown in peer relationships
- Community background
- Political affiliation
- Gender identity
- Sexual orientation
- Pregnancy
- Marital status
- Race
- Religion
- Disability / SEN
- Ability
- Looked After Child status
- Young Carer status

At Newry High School, we believe that due to the emotiveness of bullying, we should use language that is supportive and understanding. For this reason, we will not refer to a

child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to those involved as:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussing bullying incidents.

Restorative Ethos

Staff at Newry High School seek to promote whole school well-being by providing a restorative ethos. This ethos:

- Develops, maintains and repairs relationships;
- Helps young people learn and develop the skills to make good choices now; and throughout their lives;
- Enables us to acknowledge when we have harmed someone and think; about how we can make it right;
- Encourages us to consider our feelings and those of others;
- Encourages us to consider our behaviour and the effect it has on others;
- Schools have a 'Duty of Care' and need to provide support for all those affected by bullying behaviour.

In line with current NIABF advice, a solution focused model will be used in Newry High School to move beyond the traditional punitive model when responding to bullying behaviour.

Preventative Measures

At Newry High School, we aim to foster a culture of respect, understanding and tolerance in order to prevent bullying incidents from occurring. This is done through PSE lessons, Circle Time, participation in Anti-Bullying Week activities and assemblies among other approaches that run throughout the school year.

There is a strong emphasis on preventing bullying behaviours at Newry High School and to this end the following are carried out.

- Regular sessions during PSE periods on raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy

- Promotion of anti-bullying messages through the curriculum e.g. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion.
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PSE periods (e.g. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects such as the LLW supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum, we actively promote positive emotional health and wellbeing.
- Participation in the NIABF annual Anti-Bullying Week activities.
- Engagement with key statutory and voluntary sector agencies such as PSNI, Public Health Agency, Safeguarding Board for Northern Ireland and NI e-safety forum to promote key messages.
- Engagement in key national and regional campaigns, e.g. Safer Internet Day etc.
- Development of peer-led systems e.g. School Council and Anti-Bullying Ambassadors to support the delivery and promotion of key anti-bullying messaging within the school.
- All staff, prefects and Anti-Bullying Ambassadors trained in dealing with and reporting of alleged incidents of bullying including those on supervisory duty at break and lunch time.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Wide range of extra- and co-curricular activities available encouraging and supporting the development of effective peer support relationships and networks.
- Mechanisms in place for reporting issues relating to bullying on school app and website.

Travel to and from school.

In our efforts to prevent any bullying behaviours while travelling to and from school, the central focus will be on the development of a culture in which students take pride in their school and are viewed as ambassadors for our school within the wider community. In addition, the following actions will be carried out:

- Annual review of pupils travelling by public transport to enable allocation of 'bus monitors' to deal with and report any issues.
- Regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school during tutor time, PSE, Year and Whole School assemblies.
- Engagement with transport providers (e.g. Translink, EA Transport, etc.) to ensure early identification of any concerns.
- Appropriate deployment of staff to support the transition between journeys to and from school specifically staff on duty at bus stops during morning and afternoon drop off and pick up times.

Responsibility

At Newry High School, we believe that everyone has responsibility for creating a safe and supportive learning environment for all members of the school community and as such, everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone in Newry High School has the responsibility to work together to:

- foster positive self-esteem;
- behave towards others in a mutually respectful way;
- model high standards of personal pro-social behaviour;
- be alert to signs of distress and other possible indications of bullying behaviour;
- inform the school of any concerns relating to bullying behaviour;
- refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity;
- refrain from retaliating to any form of bullying behaviour;
- intervene to support any person who is being bullied, unless it is unsafe to do so
- report any concerns or instances of bullying behaviour; witnessed or suspected, to a member of staff
- emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed;
- explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others;

- listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken;
- know how to seek support – internal and external;
- resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties.
-

Reporting a Bullying Concern

Outlined below are the ways bullying behaviours can be reported:

Pupils Reporting a Concern

There are several ways that pupils can raise concerns with staff:

- Verbally - talking to a member of staff.
- By writing a note to a member of staff (e.g. in the school planner).
- By sending an email via the school app which goes directly to the identified member of staff.
- By using the 'Whisper' button on the school website.

It is important to note that ANY student can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour. Through the preventative work taken forward under Section 6, this message should focus on 'getting help' rather than 'telling'. As such, all pupils should be encouraged to 'get help' if they have a concern about bullying that they experience or is experienced by another.

Parents/Carers Reporting a Concern

At Newry High School we believe that parents and carers also have responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. We would encourage parents and carers to work with their children in enabling them to react appropriately to bullying behaviour and to not do anything to retaliate or to 'hit back'.

The process of parents/carers reporting bullying concerns is as follows:

- In the first instance, all bullying concerns should be reported to the Form Tutor.

- Where the parent is not satisfied that appropriate action has been taken to prevent further incidents, or where further incidents have taken place, the concern should be reported to Head of Year.
- Where the parent is not satisfied that appropriate action has been taken by the Head of Year to prevent further incidents, the concern should be reported to the Senior Teacher (Pastoral Care) or the Vice Principal.
- Where the parent is not satisfied that appropriate action has been taken by the Senior Teacher (Pastoral Care) or the Vice Principal. or where further incidents have taken place, the concern should be reported to Principal.
- Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed.

While the majority of reports of bullying concerns will come from our pupils and their parents/carers, we will investigate any reports of bullying behaviour received from the wider community.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil will be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Steps to be taken by teachers and tutors

- Listen to the student and clarify facts and perceptions including gathering witness evidence. Classroom assistants may be asked to help with this in cases where the pupil has a special educational need or speaks English as an additional language.
- Assess the incident against the criteria for bullying behaviour.
- Identify any themes or motivating factors.
- Identify the type of bullying behaviour being displayed.
- Complete Part 1 of BCAF and forward to relevant Year Head.

Steps to be taken by Head of Year

- Review information provided by tutor in BCAF Part 1.
- Check records for previous incidents.
- Identify intervention level in line with NIABF Effective Responses to Bullying Behaviour.
- Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource.
- Track, monitor and record effectiveness of interventions on BCAF.
- Review outcome of interventions.
- Select and implement further interventions as necessary.

When responding to a bullying concern, school staff will implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Any information regarding any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

Recording

The school will centrally record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method);
- the motivation for the behaviour;
- how each incident was addressed by the school;
- the outcome of the interventions employed;

Records will be kept on C2K Staff Resources with access given to those members of school staff with a legitimate need for access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged

bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

As with Child Protection, there is a need for appropriate and adequate training for staff, including teaching and non-teaching school staff. In Newry High School we will ensure that:

- staff are trained/receive refresher training on the most up to date aspects or amendments of this policy on a bi-annual basis.
- opportunities for training are afforded to Governors and all staff – teaching and non-teaching.
- CPD records will be kept and updated regularly.

Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted.
- identify trends and priorities for action.
- assess the effectiveness of strategies aimed at preventing bullying behaviour.
- assess the effectiveness of strategies aimed at responding to bullying behaviour.

In line with legal requirements, this Anti-Bullying Policy will be reviewed in consultation with pupils, their parents/carers and school staff, on or before the September 2024.

Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy

- Special Educational Needs Policy
- Health and Safety Policy
- Relationships and Sexuality Education
- E-Safety Policy & Acceptable Use of Internet Policy
- Electronic Device Policy
- Educational Visits
- Staff Code of Conduct

Useful Contacts for Parents/Carers and students

Kidscape: – 0207 730 3300: 152 Buckingham Palace Road, London SW1W 9TR.

This charitable organisation provides free literature for parents, victims and schools.

Get Connected – 0800 096 0096: A free confidential helpline for young people that will help them get in touch with the right people to help them.

The Samaritans: - 028 3026 6366 or 08457 909090

ChildLine: - 0800 1111. Provides support/advice for children and parents.

Contact Youth Counselling Services: Free phone Youthline 0808-8088000 or 028 9045 7848

NSPCC: - 028 9035 1135

NSPCC Helpline: - 0808 800 5000

Northern Ireland Anti-Bullying Forum: <http://www.endbullying.org.uk> (This service does not operate a helpline)

Appendix One: Bullying Concern Assessment Form (BCAF)

Bullying Concern Assessment Form			
Part 1 – Assessment of Concern			
<p>Our school definition of bullying is: “bullying” includes (but is not limited to) the repeated use of:</p> <ul style="list-style-type: none"> (a) any verbal, written or electronic communication (b) any other act, or (c) any combination of those, <p>by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils</p>			
Staff / pupil	Names(s)	Gender	Year & tutor
Person(s) reporting concern		M/F M/F M/F	
Name of pupil(s) experiencing alleged bullying behaviour		M/F M/F M/F	
Name of pupils demonstrating alleged bullying behaviour			
<p>Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.</p>			
Check records for previously recorded incidents			
<p>Socially unacceptable behaviour becomes bullying behaviour when, on the basis of the information gathered, the criteria listed below have been met:</p>			
Is the behaviour intentional?			Yes/No
Is the behaviour targeted at a specific pupil or group of pupils?			Yes/No
Is the behaviour repeated?			Yes/No
Is the behaviour causing physical or emotional harm?			Yes/No
Does the behaviour involve omission? (*may not always be present)			Yes/No
Does this incident meet the school’s agreed definition of bullying			Yes/No
Who was targeted by this behaviour? ✓			
Individual to individual	Group to individual	Individual to group	Group to group
Type of incident and theme if applicable. Select one or more of the following: ✓			
Physical (e.g. jostling, physical intimidation, interfering with personal property, punching/kicking any other physical contact which may include use of weapons)			

Verbal (includes name calling, insults, jokes, threats, spreading rumours)	
Indirect (includes omission, isolation, refusal to work with/talk to/play with/help others)	
Written	
Electronic (through technology such as mobile phones and internet)	
Racist (related to skin colour, culture & religion)	
Homophobic (related to perceived or actual sexual orientation / gender identity)	
Sectarian (related to religious belief and / or political opinion)	
Disability (related to perceived or actual disability)	
Other Acts - please specify:	

Staff Signature _____ Date: _____

**Intervention record form
Part 2 a
For pupil(s) who have been experiencing
bullying behaviour.**

Pupil name:	Year / tutor:	Date:
Refer to level 1-4 interventions in effective responses to bullying behaviour Level: 1 2 3 4		
Outline action / support to be implemented:		
Ongoing support / monitoring to be provided:	daily	weekly
	other	
Ongoing support / monitoring by member of staff: (named staff)		
Formally reviews by (set date)		
Outline outcome of action / support:		
Staff informed / involved:		
Have the parents been informed / involved? Yes / No (Give details)		
Referral to other agencies – if yes please specify		
Any additional details / information:		

Continue to track interventions until an agreed satisfactory outcome has been achieved

Ongoing record of support and intervention (refer to level 1-4 interventions)	
<i>Details of invention</i>	<i>Date & signed</i>

**Intervention record form
Part 2 b
For pupil(s) who have been involved in displaying
bullying behaviour**

Pupil name:	Year / tutor:	Date:
Refer to level 1-4 interventions in effective responses to bullying behaviour Level: 1 2 3 4		
Outline action / support to be implemented:		
Ongoing support / monitoring to be provided:	daily	weekly
	other	
Ongoing support / monitoring by member of staff: (named staff)		
Formally reviews by (set date)		
Outline outcome of action / support:		
Staff informed / involved:		
Have the parents been informed / involved? Yes / No (Give details)		
Referral to other agencies – if yes please specify		
Any additional details / information including actions taken following the school's positive behaviour policy:		

Continue to track interventions until an agreed satisfactory outcome has been achieved

Ongoing record of support and intervention (refer to level 1-4 interventions)	
<i>Details of invention</i>	<i>Date & signed</i>

**Review of bullying concern
and actions to date
Part 3**

Date of Review Meeting:

Part 3a - Following the Review Meeting, to what extent is the concern resolved?

1 – Fully	Yes / No
2 – Partially	Yes / No
3 – Concern is not resolved	Yes / No

Part 3b- If the concern is not resolved continue to:

Re-assess Level of Interventions and implement other strategies from an appropriate level	
Track, monitor and review the outcomes of further intervention	
Refer to Senior teacher Pastoral care / VP / Principal	
Follow Safeguarding Policy	
Seek multi-agency input (EA, Health and Social Services etc.)	
Engage with Board of Governors	

Agreed by:

School / staff:	Signed:
	Date:
Parent:	Signed:
	Date:
Pupil:	Signed:
	Date:

Bullying Concern Assessment Form

Part 1 – Assessment of Concern

Classroom Assistant Report Form

Our school definition of bullying is: “bullying” includes (but is not limited to) the repeated use of:

- (a) any verbal, written or electronic communication
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils

Staff / pupil	Names(s)	Gender	Year & tutor
Person(s) reporting concern		M / F M / F M / F	
Name of pupil(s) experiencing alleged bullying behaviour			
Name of pupils demonstrating alleged bullying behaviour			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

This form should be returned to the tutor of the child who is allegedly experiencing the bullying behaviour.

Staff Signature _____ Date: _____

Bullying Concern Assessment Form

Part 1 – Assessment of Concern

Anti-Bullying Ambassador/Prefect Report Form

Our school definition of bullying is: “bullying” includes (but is not limited to) the repeated use of:

- (a) any verbal, written or electronic communication
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils

Staff / pupil	Names(s)	Gender	Year & tutor
Person(s) reporting concern		M / F M / F M / F	
Name of pupil(s) experiencing alleged bullying behaviour			
Name of pupils demonstrating alleged bullying behaviour			

Outline of incident(s): Attach all written accounts/drawings of incident(s) completed by targeted pupil, witnesses (i.e. other pupils, staff) including date(s) of events, if known, SIMS record.

This form should be returned to the tutor of the child who is allegedly experiencing the bullying behaviour.

Student Signature _____

ABA / Prefect (please circle)

Date: _____