



Da Vinci Academy
A L.E.A.D. Academy

Da Vinci Academy

Anti-Bullying Policy

Date of Policy update: November 2025

To be reviewed: June 2026

Introduction

Every person within our community is valued equally and should be treated as such, regardless of their age; gender; gender reassignment; sexual orientation; lifestyle choices; race; religion; physical ability, disability or sex.

All children and young people have the right to go about their daily lives without the fear of being threatened, assaulted or harassed.

Da Vinci Academy will take all allegations of bullying seriously as we are committed to providing a caring, friendly and safe environment for all our students, so they can learn in a relaxed and secure atmosphere, free from oppression and abuse.

All adults at Da Vinci Academy will listen to students' concerns over bullying and will take appropriate actions to ensure that they are addressed in a timely and robust manner. The extensive pastoral and safeguarding team are often the first point of contact for students who wish to report bullying.

For students who may wish to report bullying anonymously or who feel that they are unable, for any reason, to speak to someone, they can post a note in the letterbox outside their Achievement Team office or use the 'Report a Concern' button on the Academy website. The post boxes are checked everyday and the 'Report a Concern' button on the Academy website immediately notifies the safeguarding team. This will then be dealt with promptly and effectively (see Section 5 - Implementation).

1. Illegal and Anti-Social

Bullying is an anti-social behaviour which can also be against the law. All types of bullying are unacceptable at Da Vinci Academy and **will not** be tolerated.

All students should feel able to tell, and when bullying behaviour is brought to our attention, prompt and effective action will be taken.

We are a **TELLING** school – we encourage our students to be **Upstanders**, this means that **anyone** who is aware of any type of bullying that is taking place is expected to tell a member of staff immediately.

2. What Is Bullying?

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments including the use of derogatory language; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This list is not exhaustive and there could be many more examples.

- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer-on-peer abuse and can be emotionally abusive. It can cause severe and adverse effects on children's emotional development.
- People who are victims of bullying frequently, but not exclusively, may be bullied because of:
 - race, religion or culture
 - special educational needs or disability
 - appearance or health conditions
 - sexual orientation
 - gender reassignment
 - sex
 - home circumstance including looked-after-children and young carers

3. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be bullied. Everybody has the right to be treated with respect.

Students who are bullying need to learn and be taught different ways of behaving. We all have a responsibility to respond promptly and effectively to issues of bullying.

4. Objectives of this Policy

- To ensure staff, students and parents understand what bullying is.
- To ensure all staff know what the Academy policy is on bullying, and follow it when bullying is reported.
- To ensure students and parents know what the Academy policy is on bullying, and what they should do if bullying arises.
- To ensure students and parents are assured that, as an Academy, we take bullying seriously and that they will be supported when bullying is reported.
- To ensure that incidents of bullying are dealt with robustly, in line with our zero-tolerance approach, recorded and monitored effectively.
- To ensure that victims receive appropriate support.

5. Implementation

All instances of bullying will be dealt with appropriately using the Academy's Behaviour Policy as appropriate. (See Academy website for the behaviour policy [here](#)).

All incidents of bullying will be categorised as:

racist/homophobic/bisexual/transphobic/emotional/cyberbullying/physical/sexual/other.

All incidents can be reported to any academy staff member however all incidents of bullying will be dealt with by the Achievement Team in consultation with the Assistant Headteacher for Behaviour, or in some circumstances the Headteacher.

The following steps may be taken when dealing with incidents:

- If a bullying incident is observed by a member of staff, they should intervene immediately and report the incident to the relevant member of the Achievement Team.
- A clear and precise account of the incident will be recorded by all stakeholders on our 'Reporting and Recording a Bullying Incident' form (appendix 3).
- The relevant member of the Achievement Team will follow our 'Unkind Behaviour and Bullying flowchart' (appendix 2) including the use of our 'Reporting and Recording a Bullying Incident' form to ensure that all process and procedures are followed in order to deal with the incident effectively.
- The Achievement Team will interview all concerned and will also record the incident electronically on our Conduct Log. If deemed to be bullying, then the incident will also be recorded on MyConcern.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The Achievement Team and form tutors will be kept informed and if it persists the pastoral team will advise the appropriate subject teachers.
- The Academy will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The parents/carers of both the victim(s) and the perpetrator(s) will be informed as soon as is practicable.
- Punitive measures such as Internal Reflection, an off-site placement at another school or a suspension may be used as appropriate and in accordance with the Academy's Behaviour Policy (See Academy website for the behaviour policy).
- If necessary and appropriate, the Police Community Support Officer (PCSO) or Police Officer linked to the Academy will be consulted.
- Following a bullying incident, the victim will be offered a restorative conversation with the perpetrator(s), supported by Academy staff who know the students well. This conversation will only take place if the victim feels comfortable and is happy for it to proceed. As the incident has been logged on MyConcern, safe and well checks will be carried out on the victim to ensure there are no further bullying issues. Safe and well checks are recorded on the initial bullying incident form so that all documentation is kept together (appendix 3).
- Perpetrator: As part of the perpetrator's rehabilitation, they will undertake restorative work with an appropriate member of Academy staff.

Where the bullying takes place off Academy site or outside of normal school hours (including cyberbullying). When responding to cyberbullying concerns, the Academy will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- The Academy will ensure that the concern is fully investigated. Appropriate action will be taken to ensure all parties feel safe and secure in the Academy, including providing support and implementing sanctions where appropriate in accordance with the Academy's behaviour policy.

The Academy will take all available steps where possible to identify the person responsible. This may include:

- Looking at use of the Academy systems.
- Identifying and interviewing possible witnesses.
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
 - Requesting the deletion of inappropriate/unacceptable content and content posted online if they contravene Academy behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

6. Victims

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of the Achievement Team or another member of staff if they feel more comfortable doing so.
- Being reassured that it is not their fault that they have been bullied and that no-one has the right to make them feel hurt.

- Offering continuous support.
- Restoring self-esteem and confidence.
- If it is appropriate, the Academy will facilitate a process of restorative justice and / or mediation via the Achievement Team.
- Where appropriate, mediation can be extended to other individuals linked to the bullying including the parents and families of the victim / perpetrator.
- Multi-agency involvement if it is required to support the victim in any way.
- By listening to them and seeking creative and constructive ways to meet their personal needs in terms of support.

7. Perpetrators

Students who have bullied will be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing their actions, the need to change and reflecting on the impact / distress caused to the victim – This will all be completed through restorative work with an appropriate member of Academy staff.
- Informing parents or carers to help change the attitude and behaviour of the perpetrator.
- If it is appropriate, the Academy will facilitate a process of restorative justice and / or mediation via the Police Community Support Officer or Police Officer linked to the Academy.
- Where appropriate, mediation can be extended to other individuals linked to the bullying including the parents/carers and families of the victim / perpetrator.
- Multi-agency involvement if it is required to support the perpetrator in any way, as we recognise that often there are triggers which can lead to bullying behaviours being exhibited. These can include feelings of low self-worth, being bullied themselves and / or social pressures.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

The following disciplinary steps can be taken:

- Robust warnings to cease offending.
- Restorative justice procedures.
- Loss of social times / detentions issued.
- Exclusion from certain areas of the Academy premises.
- Internal Exclusion.
- Off-Site Provision at another school.
- Contract with the Police/Academy and Family.
- Suspension.
- Alternative provision.
- In severe cases - permanent exclusion.

Within the curriculum, the Academy will raise the awareness of the nature of bullying through inclusion in lessons, assemblies, our safeguarding curriculum and subject areas for example Computer Science, as appropriate, to eradicate such behaviour.

8. Prevention

Da Vinci Academy will use the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- A discussion with a variety of stakeholders to address the differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly. This will also include teaching students about the consequences around mobile phones and the use of social media.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Maintaining the Academy behaviour policy.
- Using behaviour/anti-bullying contracts for students where appropriate and parenting contracts where parental support is required to prevent ongoing bullying.
- Student’s complete start of year anti-bullying ‘Da Vinci Way’ workshops during lesson time.
- Student’s complete anti-bullying classes and workshops as part of the Academy’s personal development programme throughout the year.
- Having further regular discussions about anti-bullying and why it matters.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing Academy policies, for any bullying brought to the Academy’s attention.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use of our trained student Anti-Bullying Ambassadors in weekly drop in support sessions, assemblies and other projects to raise awareness, support and prevent bullying taking place.

- Anti-Bullying Ambassadors having a visible presence around the academy by wearing high visibility vests during break and lunch times.

If a child discloses to an adult in school that they have been experiencing difficulties when online, we will always contact parents and let them know. We will also offer advice in relation to the best next steps for you to take in order to best safeguard and support your child. **We will not investigate or issue consequences to children for issues which have taken place online.**

There are many ways in which you can safeguard and support your child whilst they navigate the online world:

- If your child is given permission to use social media, set clear boundaries;
- check their phones on a regular basis;
- ensure they add you as a 'friend' on platforms so you can see their posts;
- work together to set their privacy settings;
- discuss the types of posts you find acceptable or unacceptable;
- talk to them to check they understand what online behaviours are classed as illegal (sharing photos without permission, 'trolling' or bullying online);
- discuss who you are happy with them adding as friends on their social media pages;
- Restrict your child's screen time;
- Set screen time limits on their phones;
- Set down time through the evening and night so they can rest and sleep without being interrupted by notifications;
- Agree where and when mobile phones are allowed within the household; and
- Manage the settings so that all apps downloaded have to be agreed by parents

If you have any concerns or worries about safeguarding your child online, the links below provide a wealth of information for parents.

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

<https://www.thinkuknow.co.uk/parents/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>

9. Signs and Symptoms

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a student:

- Is frightened of walking to or from school.
- Doesn't want to go on the Academy / public bus.
- Begs to be driven to the Academy.
- Changes their usual routine.
- Is unwilling to go to the Academy (school phobic).
- Begins to truant.

- Becomes withdrawn, anxious, low in mood, lacking in confidence or self esteem
- Starts stammering.
- Self-harms, attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Uses excuses to miss school (headache, stomach ache etc.).
- Begins to suffer academically.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises or shows signs of being in a fight.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Changes their eating habits (stops eating or over eats).
- Goes to bed earlier than usual.
- Is unable to sleep.
- Wets the bed.
- Is frightened to say what's wrong.
- Gives unlikely excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a text message or email is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

10. Education and Training

Da Vinci Academy will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the Academy's policy and procedures (including recording and reporting incidents).
- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff on Equality, Diversity and Inclusion with a focus on the derogatory use of language to support an inclusive environment and promote a culture of mutual respect.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

11. Involvement of Students.

Da Vinci Academy will:

- Involve students in decision making and anti-bullying posters/flow charts, to ensure that they understand the Academy's approach and are clear about the part they must play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Recruit and train students to become peer mentors/Anti-bullying Ambassadors.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in the Academy and embed messages in the wider Academy curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

12. Involvement and Liaison with Parents and Carers

Da Vinci Academy will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers on the Academy website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the Academy to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13. Supporting Students with Special Educational Needs and Disabilities (SEND) and Promoting Equality, Diversity, and Inclusion (EDI)

At Da Vinci Academy, we recognise that students with Special Educational Needs and Disabilities (SEND) and those from diverse backgrounds, including those defined by race, ethnicity, gender identity, sexual orientation, or religion, may be disproportionately affected by bullying. As part of our commitment to fostering an inclusive and supportive environment, we have outlined specific measures to ensure that all students are protected, and that bullying or discriminatory behaviour is swiftly addressed.

a) Preventative Measures

- Awareness and Training: All staff members, including teaching and support staff, will receive regular training on how to identify and address bullying that targets students

with SEND or those from minority or marginalized groups. This includes understanding the unique challenges these students may face and how discriminatory language or behaviour may manifest.

- **Inclusive Curriculum:** We will deliver a curriculum that promotes awareness and understanding of diversity, disability, and equality. Lessons will include education about different cultures, abilities, and identities, with a focus on fostering respect for all students.

b) Response to Bullying Involving SEND and EDI

- **Tailored Support:** Students with SEND or from diverse backgrounds who are involved in bullying incidents - whether as victims or perpetrators - will receive tailored support. This may include one-on-one interventions, counselling, and adjustments to ensure the student feels safe and supported. For SEND students, the response may involve consulting with the Special Educational Needs Coordinator (SENCO) to address any additional needs or adjustments.
- **Safe Spaces:** The academy will ensure that safe spaces are available for vulnerable students. These spaces will offer students a place where they can seek refuge if they feel threatened, bullied, or unsafe.

c) Collaboration with Families and External Agencies

- **Partnership with Families:** We will maintain open communication with the families of students with SEND or those who may be at a higher risk of bullying due to their backgrounds. Parents or carers will be informed and involved in developing strategies to support their child and address any concerns.
- **Referral to Specialists:** Where necessary, the academy will work with external agencies, such as educational psychologists, SEND specialists, or diversity and inclusion organisations, to provide additional support and resources.

d) Reporting and Monitoring

- **Clear Reporting Channels:** Students, parents, and staff will have access to clear reporting mechanisms for bullying related to SEND or EDI. The academy will take all reports seriously, investigating each incident with care and sensitivity.
- **Monitoring and Data Collection:** The academy will regularly monitor and collect data on incidents of bullying, including those related to SEND and EDI. This data will be used to identify patterns and develop more effective strategies to prevent future incidents.

e) Commitment to Zero Tolerance for Discriminatory Behaviour

- **Anti-Discrimination Focus:** Any form of bullying that involves discrimination based on disability, race, ethnicity, gender, sexual orientation, or any other protected characteristic will be met with a zero-tolerance approach. The academy will take immediate action to stop such behaviour and ensure it is addressed in line with both our anti-bullying and EDI policies.
- **Restorative Practices:** Where appropriate, restorative practices will be used to help students understand the impact of their actions, rebuild relationships, and create a respectful and inclusive environment for all.

By integrating our anti-bullying, SEND, and EDI policies, Da Vinci Academy aims to create a school culture where every student feels valued, supported, and safe, free from harassment or discrimination.

14. Links to Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying and safeguarding of children, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education 2023

15. Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Academy Governors and the Trust Board to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the Academy.
- Students to abide by the policy.

16. Monitoring, evaluation and review

The Academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted throughout the Academy and will be available via the Academy website. An unkind behaviour/bullying log will be kept and bullying incidents will also be recorded on MyConcern. These will be analysed and reviewed on an on-going basis. We are committed to self-reflection and will critically evaluate our practice so that we can find ways to improve. Parts of our Anti-Bullying programme will be responsive according to the data that we collate, we will use lessons in responsive weeks, if required, in order to provide further education and support for our students.

Useful links and supporting organisations:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND:

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying:

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality:

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/

- Show Racism the Red Card: www.srtcr.org/educational

LGBT:

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying:

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying



Appendix 2: Conduct/Anti-Bullying Flowchart

Conduct/Bullying Flowchart

Student or parent reports unkind/bullying behaviour or it is observed by a member of staff

The member of staff makes sure that the student is safe, and a written statement is completed by the member of staff (forms found in the staffroom) and passed to the Achievement Team

Achievement team again makes sure that the victim is safe, then completes a 'Reporting a Conduct/Bullying Incident' form alongside gaining further statements and checking CCTV if required

Alleged perpetrator(s) interviewed and statements taken

All statements collated, highlighted and attached to the Unkind/bullying incident log. Appropriate decision and sanction is made with advice from AHT/DHT if required

Contact home made for the victim on the day of any reported incident to reassure. Contact made for alleged perpetrator on the day if appropriate. Once investigation is completed, all parents notified of the outcome – sanctions and support discussed

Incident is recorded on the 'Conduct Towards Others' spreadsheet. Any bullying (repeated and intentional) is logged on MyConcern and ClassCharts. Unkind bullying incident log is filed in Conduct/Bullying folder stored in Year team offices

Intervention programmes provided for victim and perpetrator

Two week check in sheet for both the victim and perpetrator **MUST** be completed and outcomes added to student files

Ready, Respectful, Responsible ... It's who we are.

Appendix 3: Reporting a Conduct/Bullying Incident forms for staff

Reporting a Conduct/Bullying Incident

Please ensure that all forms are completed in black ink

Name of Student(s) involved in alleged Bullying incident	Form	Perpetrator/ target	M/F	Pupil Premium	SEND Yes/ No	Looked After	Ethnicity	Religion

Description of alleged bullying incident (including names of students) – describe where the incident took place, when the incident took place and what was witnessed. Include as much detail as possible.

Member of staff reporting the incident:

Date:

Please attach statements collected from students who were involved in the incident.
All statements must be written on DVA statement forms, in black ink.

Bullying Chronology of Investigation and Outcomes

Please record all actions performed whilst investigating this incident and include any statements or other relevant paperwork.

To be completed by Achievement Team.

Date/Time	Action	By Whom and Initials	Recorded – on ClassCharts/ Statement/other

Investigating a Conduct/Bullying Incident

Name of Investigating Officer:	Date:
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Does the evidence suggest Bullying took place?	YES NO
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Location of Incident: _____
Date of Incident: _____

Please indicate if this a Safeguarding Concern? If so, please report to a DSL and add to MyConcern. If you are unsure, please discuss the incident with a DSL.	YES	NO	UNSURE
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Please tick ✓ the box to indicate the type of Bullying.

Cyber		Sexist		Verbal		Relational		Biphobic		Homophobic		Transphobic	
Physical		Racist		Prejudicial		Disablist		Religious		Child on Child		Other	

Parent/Carers/Tutor must be informed. Please tick ✓ the appropriate box indicating what you have done.

I have phoned all parents/carers informing them of the incident.	Date:	I have arranged a meeting with Parents/Carers.	Date:	I have informed the child's form tutor.	Date:
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Please indicate Sanctions given (circle) – note serious incidents will require a PSP meeting with parent/carers.

Internal Reflection	Date:	On report Colour =	Date:	Withdrawn from lesson	Date:	Mediation	Date:
Formal Warning of Exclusion	Date:	Referral to:	Date	Detention	Date	Seclusion	Date:
Other please state:							Date:

How will the Target and the Perpetrator will be supported by the school? Please tick ✓ support received.

Type of support given	Name of Student(s)	Date:	Counselling and guidance	Review Meeting With parent/carers	Referral to school counsellor or	Support from Form Tutor/AL/AAL /SLT (state which)	Referral to other agency (state which)
Perpetrator(s)							
Target(s)							

Review Meeting to take place 2 weeks after the investigation.

Name of Student(s) involved in alleged Bullying incident	Form	Perpetrator/ target	M/F	Pupil Premium	SEND Yes/ No	Looked After	Ethnicity	Religion

<p>Review Meeting with Targeted student(s) Please describe outcome of meeting.</p> <p>Questions to consider:</p> <p>Has the behaviour/actions stopped?</p> <p>Is the student(s) happy with how the school has dealt with the situation?</p> <p>Do they feel there is anything more we need to do?</p>	Date
<p>Review meeting with Perpetrator(s) Please describe outcome of meeting.</p> <p>Questions to consider:</p> <p>Have the issues been resolved?</p> <p>Do they understand how their actions made the target feel?</p> <p>Is there any support they would like us to offer to them?</p>	Date
<p>Review meeting/call with parents. Questions to consider:</p> <p>Are parents of the target happy with the way school has dealt and communicated about the bullying?</p> <p>Do parents agree the bullying behaviour has stopped?</p> <p>What further actions would parents like?</p>	Date
<p>Is a further 2-week review required?</p>	<p style="text-align: center;">Yes/No</p> <p style="text-align: center;">Date</p>