DEVONPORT HIGH SCHOOL FOR GIRLS

ANTI-BULLYING
POLICY

Named person: Ruth Morgan

Category: Statutory

Review: Every 2 years or when there are significant changes

Date to be reviewed: Spring 2024

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Governors' Policy Committee on: 28/06/2022

Ratified by the Full Governing Body on: 04/07/2022

Anti-Bullying Policy

Our anti-bullying policy is an integral part of the whole school Behaviour for Learning Policy which states that every student has a right to:

- Feel safe
- Feel they are listened to
- Be treated with dignity and respect
- Be able to learn to the best of their ability
- Be valued as members of the school community

There is **no justification whatsoever** for bullying behaviour and it **should not be tolerated** in any form; it will be repudiated in every instance.

This policy has been written with due regard to the DofE advice document "Preventing and tackling bullying" July 2017, "Keeping children safe in Education" 2021 and the Equalities Act 2010.

Our policy objectives are:

- To express our belief that all students should be included fully in the life of the school.

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.

- To reduce and to eradicate wherever possible, instances in which students are subject to any form of bullying.

- To respond effectively to all instances of bullying reported to us.

- To establish a means of dealing with bullying, and of providing support to students who have been bullied.

- To provide support for students who are accused of bullying, who may be experiencing problems of their own.

- To ensure that all students and staff are aware of the policy and that they meet their obligations to it.

- To meet any legal obligations which rest with the school.

Bullying is:
Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is an abuse of power that results in distress and pain to the victim.

Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policies on equal opportunities, as well as with its social and moral principles.

It is agreed that bullying can take many forms:

Emotional Being unfriendly, excluding and tormenting (e.g. hiding books, threatening gestures).

Physical Pushing, kicking, hitting, punching or any use of violence.

Verbal Name-calling, slurs, hurtful sarcasm, spreading rumours, teasing and defamation of character.

Racist Racial taunts, graffiti and gestures.

Sexual Unwanted physical contact or sexually abusive comments.

Homophobic Teasing people for being, or for being perceived LGBT (LGBTQIA+) Calling them anti- 'gay' names, even in jest. Spreading rumours about people's sexual orientation for the purpose of making fun of them. Hitting, intimidating and isolating people who are believed to be gay.

Cyber Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can involve Social media sites such as Instagram and Snapchat, emails and mobile phones, used for text messages and as cameras. The School reserves the right to take action - even when the offence is committed out of School - if it harms members of our community or brings the School into disrepute.

Faith based Bullying because of religious faith.

Disablist Bullying because of a disability.

Gender Bullying because of a person's gender or gender identity.

Wealth Bullying someone because of their financial situation – poor or rich.

Ageism Bullying someone because of their age – too young or too old.

Identity / Expression Bullying based upon your looks, choice of clothes and personal expression.

Students and parents/carers are encouraged to report all incidences of bullying and to keep evidence where possible such as keeping written records or copies of texts / emails/social media posts.

Bullying on social media sites, as with all bullying, may become a matter for the police.

As well as these specific examples, young people can be targeted for having poor mental health, their physical appearance, their family circumstances (adoption, looked after, split family) and their interests. We work hard with our students to develop self-esteem during the challenges of adolescence, and to separate the "reason" for the bullying from the act itself.

Low level disruption and the use of offensive language can also have a significant impact on its target. We will not tolerate or dismiss this as "banter" and will set clear expectations through our Behaviour for Learning policy to provide early intervention to manage any episodes of this behaviour.

This policy will be e-mailed directly to students annually and is accessible to parents and carers on the school website.

Bullying is NOT when young people of similar age find themselves in conflict. Examples of this could include:

- Disagreeing
- Name calling between two friends
- Play fighting
- Having an argument or even fighting, without imbalance of power or use of intimidation
- Not being "friends" anymore

The experience of conflict or disagreement can be upsetting for those involved but it is not bullying. However unresolved disagreements can escalate and prudent intervention and support will be provided where conflict has the potential to affect a student's safety or access to learning or has the potential to "tip over" into bullying behaviours.

Signs of Bullying

Changes in behaviour that may indicate that a student is being bullied include:

- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Frequent absence / unwillingness to attend school, erratic attendance, late arrival to class without plausible explanation
- Failure to produce work, or producing unusually poor quality work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up extra-curricular clubs)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the doctor with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of self harm, suicide or running away
- Being isolated

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents/carers and teachers.

Preventative Measures

We take the following preventative measures:
- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give students an awareness of their social and moral responsibilities and to promote the British Values of tolerance and respect as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other. The emotional and practical consequences and impacts of bullying on the victim and perpetrator are central to these messages. Poor self esteem and confidence, isolation and failure to thrive (including impact on mental health that can be significant for the victim are explored.) It specifically tells students whom they should inform if they are being bullied, or are worried that another student is being bullied.
- Other lessons, particularly RE, Social Studies, Citizenship, Computing and English highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our students are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their child safeguarding training.
- All reported incidents are recorded and investigated at once. All reported incidents are monitored.
- We have an online reporting mechanism called "Whisper" available on our website for reporting school based concerns.
- We have a strong and experienced pastoral team of tutors and Heads of House who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and those displaying bullying behaviours.
- Staff are always on duty at times when students are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to, and challenge inappropriate language or behaviour.
- Older students offer support to younger students through a variety of student voice mechanisms.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our students.
- We welcome feedback from parents/carers on the effectiveness of our preventative measures.

Cyberbullying differs from other forms of bullying in a number of ways:

- **The bullying can be 24/7 with the invasion of home / personal space.** It can take place at anytime, anywhere.

- **The size of the audience.** Electronically circulated messages can reach a very large audience, very quickly. The spread of the messages is very hard to limit or control.
- **Anonymity.** The perpetrator may never be in the same physical space as their victim.
- **The profile of the perpetrator.** Age or size is not important. Bystanders can quickly become accessories to the bullying; for example, by passing on humiliating images.
- **Cyberbullying can be unintentional.** It can be the result of not thinking or a lack of awareness of the consequences.
- **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it is important to know how to respond.
- **We will use the powers granted to teachers in The Education Act 2011 to search for and, if necessary, delete inappropriate images on files or electronic devices including phones, or if required pass to the police.**

Preventative Measures for Cyber Bullying

- Information on Digital safety and Cyberbullying issues are delivered in both discrete Computing lessons and the Pastoral Programme.
- Parents/carers are provided with regular information on digital safety to support their children in keeping safe online.
- All students are expected to adhere to the Student Acceptable Use Policy. (Certain sites are blocked by our filtering system and students' use of digital systems is monitored, responses will be imposed for the misuse, or attempted misuse of the internet or email facility).
- Students are expected to switch off their Mobile Phones between 8.00 am and 3.35 pm and to keep them out of sight. The exception to this is if the Class Teacher explicitly asks that they have them available for part of the lesson e.g. using the devices timer.
- Photographs may only be taken on the school premises when permission has been given by a member of staff. Photographing Teachers on mobile phones is not permitted.

Procedures for dealing with reported Bullying

- If bullying is suspected or reported, the incident will be dealt with immediately. Firstly, contact/statements should be gained (within 1 working day) where possible.
- Staff should refer all allegations of bullying to the appropriate Head of House.
- The Head of House will interview and obtain written statements from all concerned via discussion that is appropriate to the incident, their age and level of understanding. All sides will be listened to equally prior to any judgment being made. This will be managed with discretion.
- A clear account of the incident will be recorded and a Bullying Report form completed.
- A written report of the incident will be added to each student's file.
- Parents/carers will be contacted and kept informed.
- If the matter persists or reoccurs then the appropriate member of the SLT will be informed.
- Responses as described in the Behaviour for Learning Policy will be applied proportionately.
- The situation will be monitored until good relations have been restored.
- Investigating staff will be mindful to protect "whistleblowers" from negative repercussions.

Students who have been bullied will be supported by:

- Being listened to (having an immediate opportunity to meet with their Head of House or member of staff of their choice).
- Being reassured
- Being offered continued support
- Being offered counselling
- Being offered time and space as required.

Students who have bullied will be helped by:

- Receiving a consequence to their actions
- Being able to discuss what happened
- Reflecting on why they became involved
- Establishing the wrong doing and need to change
- Informing parents/carers to help support required changes in attitude and behaviour.

EQUALITY ACT 2010

Bullying on the basis of the Protected Characteristics referenced in The Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy or maternity, race, religion and belief, sex and sexual orientation) will be addressed in the same way as other forms of bullying. However, it will be seen in the context of the schools commitment to promoting an environment where all members of our community are respected, valued and celebrated equally for their differences. This aspect of the anti-bullying policy related to the protected characteristics will be recorded and reported in accordance with our Equalities Policy.

The definitions of a prejudiced based incident and a hate crime are as follows:

- A prejudiced based incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics, which are age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, gender or sexual orientation.
- A hate incident or crime is any incident that is motivated by hostility on the grounds of race, religion, sexual orientation, disability or transgender identity.

IDENTIFYING PREJUDICED AND HATE RELATED INCIDENTS OR CRIMES

A prejudiced based or hate incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics. Incidents may include:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic, biphobic and transphobic language
- comments /abuse etc. being made online
- hate graffiti (e.g. on school furniture, walls or books)

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- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist, banned or prohibited organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against students who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- Teasing or microaggressions in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other students to organisations and groups that sanction violence, terrorism or hatred.

It is important to recognise that:

- such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendship may lead to a prejudiced based incident or a hate crime.
- teachers may need to deal with prejudiced or hostile comments made by parents/carers or other adults as well as by students.
- incidents may involve group as well as individual behaviour.
- prejudice based incidents, hate incidents and hate crimes are not always explicit – for example, a student may be called 'smelly' and behind such insults may lie a hate element.
- prejudiced behaviour can occur without anyone belonging to the targeted characteristic being present – for example, telling disability jokes.
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with a gay student.
- is not based on whether or not the perpetrator intended to harass, or understands the prejudiced content of what s/he has done, but rather the effects of the incident.

Cyberbullying Procedures

There are some additional steps to take when responding to Cyberbullying:

- Ensuring that the student knows not to retaliate, return or delete any messages.
- Ensuring that relevant evidence is collected and recorded, for example, taking screen shots, noting websites or use of "apps".
- Advising the student of some simple steps they can take to prevent it from happening again. e.g. Blocking a contact, changing their contact details, leaving a chat room, reporting the abuse to the service provider.
- Taking action to contain the incident as quickly as possible.
- Any on-line content should be removed once evidenced.
- Disciplinary powers can be applied to confiscate any mobile phone or device being used for Cyberbullying.
- Asking the perpetrator to detail who they have sent messages on to.
- In the case of any illegal content the Police should be contacted.

Specific guidance for responding to racist incidents

1. In responding to incidents that may occur the school will aim:
   - to provide appropriate support to the children
   - to deal with any unacceptable behaviour
   - to prevent racism and discrimination
   - to re-establish good student relations and
   - To promote an explicitly anti-racist approach
2. Tailored support will be given to anyone who has experienced a racist hate incident or hate crime. It will be made explicit that their concerns will be listened to and acted upon.
3. An investigation will look into the details of what has occurred.
4. The cause of offence will be clearly identified and a heightened educational response provided where appropriate.
5. Where offence was intentional students will be subject to disciplinary procedures as detailed in the Behaviour Policy.
6. Where offence was unintentional students will need to understand how offence was caused and be supported to make necessary changes in their behaviour.
7. The highest priority will be placed on resolving any breakdown in relationships and ensuring that students can move on positively from the experience.
8. Restorative approaches will be at the centre of our response to any incidents.
9. Children who have experienced racism and their parents/carers will be kept informed throughout the investigation and resolution of the incident.

Recording and reporting incidents

When racist prejudice, hate incident or crime takes place, this must be recorded using the prejudice and hate incident reporting form and submitted to the Designated Safeguarding Lead.

The DSL will report racist incidents to the Governing Body via the Safeguarding Governor as part of regular meetings and the Local Authority via the termly racist incident monitoring form.

All incidents will be recorded, including the date, the names and race/ ethnic group of the perpetrators and victims, the nature of the incident, and action taken in response.

Where racist hate incidents occur, which involve any of the following, further multi-agency advice will be sought including from the Police and Social Care as appropriate:

- physical violence or serious damage to property
- repeated or orchestrated harassment, including text messaging and cyber bullying
- links with extremist groups, including distributing of racist literature
- racist graffiti, imagery or online posts
- absence related to a racist incident
- exclusion related to a racist incident

Racist incidents may indicate concerns about violent extremism. In this case the DSL will contact the Local Authority as this may require further reporting and intervention (Prevent Duty).

Violent Extremism is defined by the Crown Prosecution Service as 'the demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to promote others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK'.

Parent/Carer Involvement

The parents/carers of perpetrators and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to find a resolution. The preparator will also be reminded of the possible consequences of bullying and the responses for repeated incidents will be clearly explained. Parents/carers are encouraged to support their children in reporting bullying incidents to school as keeping information from the school, or from their parents/carers, can result in delaying active resolution of bullying., and potentially prolong the period a victim has to suffer.

Whilst there is little history of bullying at DHSG, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside agencies to support our action. This policy is seen as an integral part of our Behaviour for Learning Policy.

Summary of Responsibilities:

Everyone within school is expected to
- Act in a respectful and supportive way towards one another, and
- Adhere to and to promote the objectives of this policy.

Students are expected to
- Respond to bullying as a serious matter.
- Report all incidents of bullying.
- Report suspected incidents that victims may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.
- Speak to their Head of House or Assistant Head Teacher when there is no resolution or concerns remain.

Parents/Carers can help by
- Supporting our anti-bullying policy and procedures.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing bullying or involved in some other way.
- Helping to establish an anti-bullying culture outside of school.

"Whisper"

Whisper is an online reporting system that can be used by students to report any concerns they have, for example:-

- Suspected bullying of themselves or others
- Concerns about the welfare of themselves or others

It can be accessed on the RMUnify Launchpad and reports are received by Mrs Morgan the safeguarding lead and Dr Parry the Senior Head of House.

Monitoring, Evaluation and Review

Bullying reports will be reviewed on a termly basis by SLT to monitor patterns and reflect on Policy effectiveness. Questionnaires will be used periodically to gather feedback in relation to safety and Bullying. Bullying data will be discussed with the named Governor for Safeguarding.

Useful Resources

DFE Guidance "Advice for parents and carers on cyberbullying". Available from the www.gov.uk website and published on the DHSG website.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

ACTIONS IN RELATION TO RACIST INCIDENTS

(a) Incitement of others to behave in a racist way

1. We will be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration will be given to involving external multi-agency support.
2. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers will be informed.
4. Support will be offered to all those involved. Perpetrators will also need to be counselled.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(b) Physical assault against a person or group because of colour, race and/or ethnicity

1. Report to the Head of House or DSL as appropriate, support from the Police will be considered.
2. Full report to the Head Teacher. Consider exclusion.
3. Parents/Carers should be informed.
4. Take necessary action to prevent recurrence.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident/Crime Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(c) Derogatory name-calling, insults, racist jokes and language

1. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
2. Refer students to the Head of House/DSL.
3. Parents/Carers should be informed.
4. Offer support to the victim and counselling to the perpetrator. (N.B. this will sometimes be a 'victimless' incident).
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(d) Racist graffiti

1. All racist graffiti in the school must be reported to the DSL and Head Teacher and should be removed immediately.
2. Regular checks should be made and steps taken to discourage reappearance of graffiti.
3. Parents/Carers should be informed where the perpetrator is known.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(e) Provocative behaviour such as wearing racist badges or insignia

1. We will not permit the wearing of racist badges or insignia. In certain circumstances, we may request multi-agency support and will consider exclusion for repeated offences.

2. Students wearing such badges or insignia will be referred to the Head of House or DSL.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(f) Bringing racist materials such as leaflets, comics, magazines or computer software into school

1. All forms of racist literature and materials must be removed. In certain circumstances, we may request the support of the Police.
2. Refer students to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(g) Using the school's computer systems to access and distribute racist material

1. All racist material should be deleted and hard drives wiped. Hard copies should be removed.
2. Refer students to the Head of House / DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(h) Verbal abuse and threats

1. Members of staff must confront any form of verbal racist abuse in the school.
2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated and the reasons for this.
3. Individuals who are persistently abusive will be dealt with through the school's behaviour policy.
4. Parents/Carers should be informed.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(i) Racist comments in the course of discussions in lessons

1. Racist statements must not be allowed to go unchallenged.
2. Students who make inappropriate comments must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(j) Attempts by students to recruit other students to racist organisations and groups

1. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
2. Recruiter should be interviewed.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(k) Microaggressions towards an individual for cultural or religious differences e.g. food, music, dress, worship etc

1. Members of staff must not ignore any form of microaggression, it must be challenged in every circumstance.
2. Explain fully to the perpetrator how microaggressions contribute to racist behaviour and will not be tolerated.
3. Perpetrators must be referred to the Head of House or DSL as appropriate.
4. Parents/Carers should be informed.
5. Offer support/counselling to the victim and perpetrator.
6. A Hate Incident Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(l) Refusal to co-operate with other students because of their race or ethnicity

1. Every student has the right to be included in school activities, and we will ensure that no student is discriminated against on racial, ethnic or cultural grounds.
2. Students refusing to co-operate must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

DEVONPORT HIGH SCHOOL FOR GIRLS
BULLYING REPORTING/RECORDING FORM

COMPLETED BY:
REPORTED BY: CHILD/PARENT/CARER/MEMBER OF STAFF/OTHER
DATE:
TIME:

VICTIM	
NAME:	
AGE:	DOB:
TUTOR GROUP:	KEY STAGE:
INJURY:	
TREATMENT RECEIVED:	

WITNESS(ES)
NAME/S:
POST OR TUTOR GROUP:

INSTIGATOR	
NAME:	
AGE:	DOB:
TUTOR GROUP:	KEY STAGE:

SUBJECT OF BULLYING	✓ OR ✗	FORM OF BULLYING	✓ OR ✗
Health Related		Physical	
Home Circumstances		Verbal	
Racist		Cyberbullying	
Homophobic		Social Isolation	
Religious			
Disability Related			
Cultural			
LAC			
LGBT			
Sexist/Sexual			
Appearance			
Other			

At School		Out of School		Journey to School	
VULNERABLE GROUPS		Target/s		Aggressor/s	

YOUNG CARER					
BME					
SEND					
LAC					
PUPIL PREMIUM					
KEY STAGE (TOTALS FOR EACH)	3	4	5	3	4	5

	Target/s	Aggressor/s	
RESTORATIVE ACTIONS			DETAILS
⭕Incident investigated no further action			
⭕Incident resolved no further action			
⭕Detention			
⭕Internal isolation			
⭕Suspension fixed term			
⭕Exclusion permanent			
⭕Outside agencies			
⭕Work with parents/carers			
⭕Restorative justice			
⭕Counselling			
⭕Other please state:-			

DETAILS OF INCIDENT

Signed:

Date:

Position:

Prejudice Incident and Hate Incident Reporting Form

Highly Confidential

Name of Target Student		Year Group	
Name of Third Party		Sex	
Gender	Ethnicity/Religion	SEND/Disability	Looked After Child (LAC)
Name of Aggressor/s Student		Year Group	
Gender	Ethnicity/Religion	SEND/Disability	Looked After Child (LAC)
Type of Incident			
Verbal	Physical	Cyber/Social Media	Damage to property
Written/Symbolic	Inciting others	Theft	Isolating/Segregating
Protected Characteristics			
Gender Misogyny	Race Racism	Gender Identity Transphobia	Sexuality Homophobia/Biphobia
Disability	Religion/Belief	Perceived Characteristics Target Student	Perceived Characteristics of Associates/Family
Date & Time	Where did it happen	Name Witness 1	Name Witness 2
Summary of the Incident			

Reported to the Police	Incident Log Number

Actions Taken		
Aggressor	Target	School Improvement
Notified Parent(s)/Carer(s)	Notified Parent(s)/Carer(s)	Assembly on
Apology to target	Talking and Support	Staff/Governor Training on
Equality/Diversity Learning Activity	Peer Mentoring/Support	Year/Class/Peer Group Workshops on
Meeting with the target	YP Core Assessment	Raising awareness through posters
Mentoring/Support	Medical Treatment	Information on the website or in letters home
Suspension	Follow-up meetings to assess ongoing experiences/dates	Police training from hate incident unit
Notified police of hate incident/Crime	Signposting to support groups	Community Initiative
Other	Other	Other

Repeated Incidents Dates		

Other relevant information		
Has the incident now ended, how and why, other people or agencies involved, what is the target/aggressors relationship moving forward, attendance, educational needs, anything in wider community or world events/media coverage/social media posts that could have influenced the aggressors behaviours		

Form completed by	Role	Date

Contact details	School