

# Westhead Lathom St James' CE Primary School



## Behaviour & Anti-Bullying Policy

Last Reviewed Date: Spring 2023

Next Review Date: Spring 2024

Version Control:

Issue No.	Date	Author/Editor	Revision Notes
1	May 2007	Anne Waterhouse	Policy reviewed and actions clarified ('is' instead of 'will be' etc.)
2	Sep 2008	Alison Albion	Reviewed to ensure policy reflects current policy and practice - no changes
3	December 2009	Alison Albion	Reviewed to ensure policy reflects current policy and practice - no changes
4	Summer 2011	Alison Albion	Reviewed to ensure policy reflects current policy and practice - no changes
5	Autumn 2012	Alison Albion	Reviewed to ensure policy reflects current policy and practice
6	Autumn 2013	Alison Albion	Behaviour & Anti-bullying policies merged to create new Behaviour & Anti-Bullying policy. New code of conduct/rewards/sanctions & bullying incident/monitoring forms adopted.
7	Spring 2016	Alison Albion	Altered code of conduct and positive strategies added
8	Autumn 2017	Alison Albion and staff	Re-worded code of conduct, rewards and sanctions. Some content reorganised.
9	Autumn 2019	Helen Clark	New vision, values and aims added.  Reviewed to ensure policy reflects current policy and practice - no changes
10	Autumn 2020	Helen Clark	COVID addendum
11	Spring 2022	Helen Clark	COVID addendum removed.

### **Vision Statement: Our Vision for the Future**

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'*** Ephesians 3:20 New Century Version (NCV)

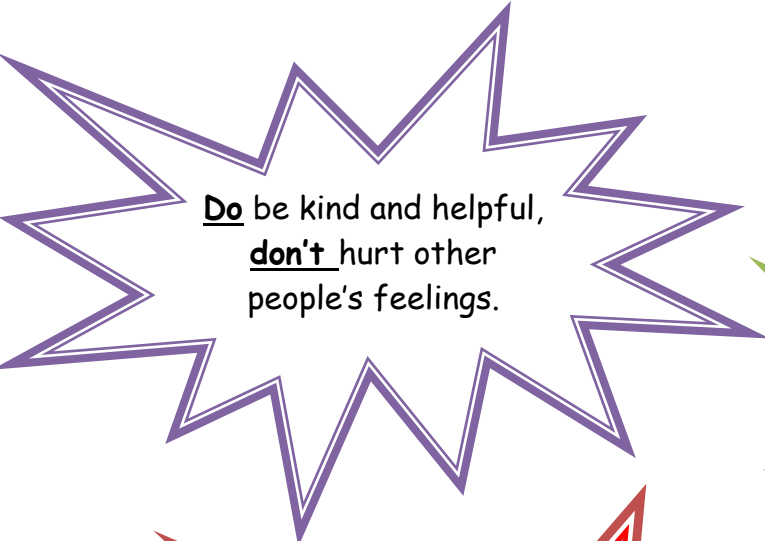
## *CODE of CONDUCT*




Do walk



Do hold  
doors open.



Do be kind and helpful,  
don't hurt other  
people's feelings.




Do be honest, -  
don't cover up the  
truth.




Do listen to  
people.



Do look  
after  
property.



Do say 'please'  
and 'thank you'



Do work  
hard.

# REWARDS

1 Dojo Point for  
something good in  
class.

5 Dojo points for  
something  
outstanding in  
class.

3 Dojo points for  
something fantastic in  
class.

Golden Book

Stickers from an  
adult in school.

A postcard home.

Star of the  
Week.

# SANCTIONS

1.	<b><u>WARNING</u></b> - What have you forgotten? What are you going to do differently next time?
2.	<b><u>TIME OUT</u></b> - 10 minutes out to think about how to correct your mistake. Outside: on bench Inside: in the classroom.
3.	<b><u>BREAKTIME/ LUNCHTIME CATCH-UP</u></b> Any work missed through misbehaviour will be completed at breaktime or lunchtime.
4.	<b><u>LETTER OF APOLOGY</u></b> - A letter of apology and behaviour in the future is written and given.
5.	<b><u>SENT TO HEADTEACHER</u></b> - You will be sent to the Headteacher to discuss your conduct.
6.	<b><u>MEETING WITH PARENTS</u></b> - Your teacher and/or the Headteacher will have a meeting with your parents/carers to discuss your behaviour.

Dependent upon the severity, the level of sanction can be escalated.

### **Statement of Principles**

Our aim at Westhead Lathom St James' CE Primary School is for children to learn in a happy, inspiring and caring environment in which there are outward visible signs of our Christian faith. We create a safe and inclusive learning environment by nurturing children with positivity, dealing effectively with bullying behaviour and by addressing mental health and well-being problems in our curriculum lessons.

This will be achieved by promoting and sharing the following values and attitudes:

- Wisdom, Dignity, Hope and Community
- Christian love and care for others
- Forgiveness
- Compassion
- Helping others
- Honesty
- Understanding
- Respect for others, their beliefs, their property and their culture
- Personal responsibilities for actions – self discipline
- Self-esteem

### **Context**

This policy should be read in conjunction with those policies listed below:

- Health and Safety
- Child Protection and Safeguarding
- Attendance
- Equality Duty
- Teaching and Learning
- Special Educational Needs
- Home-School Agreement

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. By following this policy, we will all strive to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Well-prepared and stimulating lessons generate good behaviour and respect and should have the following aspects:

- Teacher or Teaching Assistant in class before the class starts
- Resources are prepared for the lesson
- The teacher keeps everyone occupied, interested and reassured
- A positive calm/ buzzing environment. No raised voices from children or staff
- Challenging expectations extend and motivate all children
- All work is marked promptly and constructively. The teacher and teaching assistant are often mobile around the classroom intervening periodically giving verbal feedback to individuals in order to guide, fine-tune and raise achievements in all lessons and also ensure children show good behaviour for learning.
- Teachers keep an attractive, clean and tidy classroom
- Teachers ensure wall displays are interesting / interactive
- Teachers provide a purposeful activity as soon as children enter the classroom
- All teachers and TAs invest time in developing a positive relationship with each child.

### **Assertive Discipline Programme**

In order to maintain the high standards of behaviour in school we have in place an Assertive Discipline Programme. The aim of this is to:

- to encourage a calm, purposeful and happy atmosphere within the school
- to foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- to encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- to have a consistent approach to behaviour throughout the school
- to make boundaries of acceptable behaviour clear and to ensure safety
- to raise awareness of appropriate behaviour
- to help children, staff and parents to have a sense of direction and feeling of common purposes

The discipline programme has three parts:

1. Code of Conduct, 2. Rewards, 3. Sanctions / Consequences.

### **Code of Conduct**

At Westhead Lathom St James' CE Primary School we set high standards and our 'Code of Conduct' (on page 3) is followed consistently. Additionally, positive, respectful relationships are vital at every level and should include the following:

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate
- Eye contact, use of name, ask for a reminder of the correct behaviour, followed by praise
- Every child has the right to learn and all children are expected to take an active part in their learning
- Care of the classroom environment and resources should be of a high standard right across school

In addition to the 'Code of Conduct', each classroom has established, with the involvement of children, a set of classroom rules and ways of behaving based on the gospel value of 'treating others as you would wish to be treated'.

### **Positive Recognition (Rewards Page 4)**

Our school rewards outstanding behaviour, as it believes this will develop an ethos of kindness and co-operation. This policy is designed to promote outstanding behaviour, rather than merely deter anti-social behaviour.

We use positive recognition to:

encourage the children to behave appropriately

increase the children's self esteem

to reduce problem behaviour

create a positive climate for the teacher and children

help to teach behaviour and establish positive relationships with the children

The positive recognition used at Westhead Lathom St James' CE Primary School takes the form of:

- sincere and meaningful praise
- behaviour certificates and if appropriate written forms of praise
- tangible rewards e.g. Dojo points,
- 'Stars of the Week' awarded to a member of each class during the Celebration Assembly when certificates are presented
- Christian Values Bears
- All children who have shown particular excellence or effort are recorded in the Golden Book or as Star of the Week during Celebration Assembly.
- Parents, Grandparents and friends are invited to join us in the Celebration
- Assembly, usually held on a Friday afternoon, to celebrate their child's success.
- Awarded role as 'prefect'
- Social and academic achievements are also noted in termly Pupil Progress Meetings (PPMs)

### **Consequences / Sanctions ( Page 5)**

The school employs a number of sanctions ( p6) to enforce the 'Code of Conduct', and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Please see the 'Sanctions' on Page 2 for a specific breakdown of how we enforce the 'Code of Conduct'. Detailed below is an overview of procedures:

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities and not waste school time. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands them. If a child misbehaves repeatedly, a ten minute maximum 'time out' is given if order for the child to be given time to reflect upon their behaviour in order to be able to work sensibly again with others. Any movement to different areas or classes takes into account all Health and Safety. Mostly time out is in the classroom or if it is at play-time then it is on the bench.

The safety of the children and staff is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.



If a child threatens, hurts or bullies another child, the head teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to working together to improve the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school, 'Code of Conduct,' each class also has its own classroom code, which is agreed by the children and may be displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with individuals, groups of children and/or the whole class during circle time.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: 'The Use of Force to Control or Restrain Children'. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children as laid out in the Association of Directors of Children's Services protocol published February 2009 (to be applied for behaviours which cause considerable disruption to the class)

In the classroom the staff follow a discipline hierarchy appropriate to the child's age.

In the event of their behaviour having a negative effect on others, the children are encouraged to have a ten-minute time out to help them determine the cause of their behaviour and the effects their actions may have had on others so that their apology is genuine and heart-felt. They may also write a letter of apology.

### **Preventing Bullying and Anti-Bullying**

Bullying is unacceptable at Westhead Lathom St James' CE Primary School CE School and is treated very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In addition, we have a zero tolerance approach to any form of bullying relating to the protected characteristics: race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief, and sexual orientation.

### **Bullying falls into two categories:**

- emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyber-bullying and
- physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour

### **The behaviour constitutes bullying if:**

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

Bullying can and does occur anywhere and everywhere; in schools, within the home and the community.

This policy applies to children and young people. It addresses child-to-child, adult to child, child to adult and adult to adult bullying behaviour. For bullying involving adults, we have adopted the LA's policy. The policy applies not only to behaviour on the school premises but also on the journey to and from school. Under the duty of care, all adults in our school community have a responsibility to act on bullying behavior

### **Procedures for Reporting Bullying Behaviour**

Children in our school are encouraged to report bullying behaviour to a "trusted" adult. If staff have concerns or worries for themselves or others, they should contact the headteacher.

Staff should report bullying behaviour or concerns to the headteacher. (If they cannot report it to the headteacher, they should contact the Chair of Governors)

Parents should report bullying behaviour to the child's class teacher or the headteacher

After a report or disclosure of bullying behaviour:

- It will be investigated by an appropriate adult. They will ensure that it is followed up regularly until it is no longer an issue.
- Follow-up information will be given to the headteacher
- Procedures for recording bullying behaviour
- Concerns or incidents of bullying behaviour are recorded by the "trusted" adult on the respective forms 'Bullying Concern Form and 'Bullying Incident Form (appendix 1) and placed in the file in the headteacher's office

The headteacher is responsible for the implementation of the above procedure

Information on bullying behaviour is reported to governors in the headteacher's termly report to monitor the effectiveness of the policy and procedures.

### **Procedure for dealing with complaints**

If a complaint is made regarding bullying behaviour, the headteacher will meet with the complainant to discuss their concerns. If they are not satisfied with the outcome of the meeting, a further meeting will be arranged with the Chair of Governors.

Support for children, parents and staff during and immediately after incidents

Children or adults are made safe and asked for their views on what support they need.

Short and long term support measures are put in place eg. counselling from a trusted adult.

After the incident has been dealt with perpetrators receive support from an appropriate adult.

### **Range of Actions that may be applied**

The range of sanctions and support outlined in our Positive Behaviour Modification staged approach will be applied.

In-line with our Christian ethos and values perpetrators will also receive support.

- Intervention Strategies
- Where issues persist, the school has a range of intervention strategies such as:
- Support from other professionals
- Positive Behaviour modification
- Support group approaches
- Preventative Measures

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Booking of appointments with the class teacher as soon as possible i.e. same day if

possible.

- Booking of appointments with the headteacher as soon as possible i.e. same week if possible.
- Class worship
- Circle time
- Collective worship based on gospel values
- A high number of trained welfare staff
- Extensive resources, both for indoor and outdoor play provided by the Friends of St James school and other initiatives.
- A senior teacher on site throughout a working week
- Termly child / parental consultations
- Monitoring of areas within the school (e.g. toilets, cloakrooms, playground)
- Use of PSHE / Mental Health and Well-being materials
- School council/ Ethos meetings
- Our website, school literature and ethos provide a strong anti-bullying message
- Providing a safe and secure environment
- Educating children about the dangers of Cyber-bullying and online safety
- Operating “OK to Tell” policy
- Offering mentoring, counselling and group support
- Offering mediation services
- Appropriate CPD for adults including dealing with bullying using new technological equipment
- A range of extra-curricular activities so children can find friends

### **Confiscation of Inappropriate Items**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other children for money, the child will be permanently excluded from the school and the items will be confiscated. The police and social services will also be informed

## **Roles and Responsibilities**

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school behaviour policy is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or deputy head teacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of the Headteacher**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The headteacher keeps records of reported serious incidents of misbehaviour and related welfare issues.

The headteacher has the responsibility for giving fixed-term temporary suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the child(ren) will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the child did what he or she is alleged to have done; the Headteacher may exclude the child.

Serious incidents include non-accidental and repeated:

- Physical harm suffered by children or staff;
- Verbal harm (including comments of a racial nature);
- Damage to property;
- Stealing;
- Persistent inappropriate behaviour /bad language

- Discrimination

Should an exclusion arise the school will adopt the following recommended approach;  
The child will be excluded for a specified period (usually between 1 and 3 days).  
Parents/guardians will be notified immediately by telephone and asked to remove their child from the school.

They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.

The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Lancashire County Council e.g. Attendance – Service.

The school will also work to put in place a “rescue” programme for the child on his/her return.

The package will include input from staff at the school, parents, School Support Team, Attendance Service and, if deemed appropriate, the child.

Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a Child Protection issue, the school will continue to monitor the situation and work closely with that agency.

It is hoped that in most cases following an exclusion, the child will be able to return to school and that the rescue programme will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

In extreme cases the Headteacher can permanently exclude a child. Such a decision will only be made when:

The child has seriously breached the school’s behaviour policy;

If a child were to remain in school and it would seriously harm the education or welfare of the child or others in school.

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he or she has acted reasonably.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.

### **The Role of Parents and Carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school's approach to good behaviour in the school prospectus, and we expect parents and carers to read it and support it.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of the Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

### **School Support Systems**

In order to quantify and categorise types of behaviours and their impact, teachers can administer The Boxall Profile which will lead to strategies for day to day school life and/or targets on School Support Plans.

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of SEN and / or disability. This may include curriculum adaptations for a child with learning needs. An individual behaviour plan would be established in consultation with the child and his/her parent. This may include referral to a learning mentor or outside agency. It may be appropriate to help other children in school understand what they can do to support a particular child.

Further information on the school's approach to inclusion is outlined in the SEN policy.

### **Consultation, Monitoring and Evaluation**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records serious incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the medical room.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

In cases of persistent misbehaviour by individuals or groups of children, the class teachers complete a class behaviour – tracking card each week with the option of implementing a Behaviour Support Plan.

Behaviour Support Plans will be used as a means to help support the child make correct behaviour choices.

Identify objectives and address one target at a time;

Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;

Emphasise teaching the child alternative positive behaviours;

Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;

Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour

## Appendix 1

### Incident Form

To be completed as soon as possible by a member of staff/adult observing or reporting incident and handed to the Headteacher.

Date: ..... Time: ..... Location: .....

Name of person reporting incident

.....

Tick as appropriate

Parent	Teacher	Lunchtime Supervisor	Teaching Assistant	Other Adult (please specify)

Type of Bullying Behaviour

Physical	Pushing		Emotional	Being Unfriendly	
	Kicking			Spreading rumours	
	Hitting			Excluding	
	Unwanted touching			Intimidating	
	Any other violence			Tormenting (e.g. hiding books, threatening gestures)	
Verbal	Name calling		Cyber	Threats or unwanted comments made by email or using social networks	
	Teasing			Mobile threats or unwanted comments by text messaging or calls	
	Threatening				
	Asking for money or property				
	Insult about religion			Misuse of technology (i.e. camera and video facilities)	
	Insult about ethnicity or race				
	Insult about skin colour				
	Homophobic comments				

Were others involved?

Yes ☐ No ☐

If yes, how many? .....

Were there any injuries?

Yes ☐ No ☐

Those involved



Victim's name	Gender	Ethnicity	Year/age

Perpetrator's name	Gender	Ethnicity	Year/age

Witness' name	Gender	Ethnicity	Year/age or status

Incident

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Action taken

Victim
Perpetrator
Parent/Carer

Further response in school
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Action involving other agencies e.g. LEA, Police, Social Services
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Comments

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Signed (person reporting the incident).....Date .....

Signed (Headteacher).....Date .....

### Incident Log

Date	Perpetrator	Victim (s)	Parents Informed	Report Card	Comments

### Bullying Concerns Sheet

This form is to be completed in cases where incidents have not been seen or reported but an adult has concerns regarding a child's attitude or behaviour that may be the result of being bullied or being the perpetrator of bullying

Form completed by ..... Date .....

Name of person reporting concern .....

Tick as appropriate

Parent	Teacher	Lunchtime Supervisor	Teaching Assistant	Other Adult (please specify)

Outline of concerns (including dates if appropriate)

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Action Taken

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Further response in school

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Signed (person reporting the concern) ..... Date .....

Signed (Headteacher) ..... Date .....