



**Roselands & Stafford**  
Federation

# Anti-bullying Policy

**Document control: Interim Executive Board**

**Ratification: Interim Executive Board 26/3/21**

Signed by	Name	Signature	Date
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Chair of Interim Executive Board	Penny Gaunt		26/3/21

## Key Contacts

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Local Authority Designated Officer (LADO)	Sue Giles	Consultation via the <a href="#">LADO Portal</a>
Safeguarding Officer and Assistant Local Authority Designated Officer	Sam Efde	
Referrals into Early Help and Social Care	Single Point of Advice	<b><u>01323 464222</u></b> <a href="mailto:0-19.SPoA@eastsussex.gov.uk">0-19.SPoA@eastsussex.gov.uk</a>
	Emergency Duty Service after hours, weekends and public holidays	01273 335906 01273 335905

# Roselands and Stafford Federation Anti-bullying Policy

As Roselands and Stafford Federation has an Interim Executive Board (IEB) in place, any reference to the governing board, chair of the governing board, clerk to the governing board and members of the governing board refers to the Interim Executive Board, chair of the Interim Executive Board, clerk to the Interim Executive Board and members of the Interim Executive Board.

## 1. Policy Aims

Roselands and Stafford Federation are committed to promoting an inclusive, safe and stimulating environment where we work and learn together underpinned by our Federation values of **Respect**, **Resilience** and **Responsibility**. Our pupils develop self-regulation; respect for themselves and others; kindness; and good manners. We set the highest expectations for all pupils, promoting learning as our core purpose which enables pupils to flourish as learners.

We aim to develop a culture that promotes excellent behaviour and self discipline. A Federation that promotes self-esteem, responsibility, regard for authority and self-discipline. Schools that provide a safe environment which is free from disruption, violence, verbal abuse, bullying and harassment.

Every pupil has the right to feel safe and happy in school and to be protected if feeling vulnerable. At Roselands Infant School and Stafford Junior School we will not tolerate bullying of any kind.

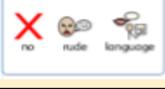
Our Federation culture represents how we do things here and is underpinned by a behaviour curriculum which builds a culture where good behaviour is the norm.

**CULTURE** = the shared set of **norms**, **expectations** and **beliefs** about who we are in the world

**NORMS** = the expected behaviours and routines which support these

**EXPECTATIONS** = the actions that demonstrate and reinforce these norms

**BELIEFS** = the convictions we hold to be true, our collective values

	We treat everyone in our school with respect and kindness.
	We do not use racist or derogatory language or comments.
	We ensure everyone is included and do not leave people out.
	We listen to others and respect their viewpoint.
	We take turns and share.
	We never swear or use rude language in school.

Our community norms and routines support pupils to manage relationships with others throughout the school day.

**As a highly effective Federation, we proactively teach pupils how to behave well.**

## 2. Clarification of Terms

### 2.1 Definition of bullying

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant; however, it is important to distinguish between the two, as the response to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where, for example, both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, usually both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as repeated hurtful behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. It can be difficult to defend against this type of behaviour. 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying, via text messages or the internet, and is often motivated by prejudice. It might be motivated by actual differences between children, or perceived differences.' *DFE March 2014*

Essentially, it is someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles, these are not classed as bullying and are dealt with through the school's Behaviour for Learning Policy.

### 2.2 Definition of cyber-bullying

Cyber-bullying is the use of technology (such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter) to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyberbullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

### 2.3 Types of Bullying

**Bullying has many forms.** Four main types are:

- A. **PHYSICAL:** Hitting, kicking, punching, finger jabbing, inappropriate touching, jostling, pinching, breaking or taking property including money
- B. **VERBAL:** Name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm
- C. **INDIRECT:** Spreading rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection
- D. **CYBER BULLYING:** Sending nasty phone calls, text messages or emails/chat rooms.

Some acts of bullying are perpetrated because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes racist bullying, faith, sexual or gender bullying, homophobic bullying and bullying of children with learning or other disabilities.

## **2.4 Actions NOT considered to be bullying**

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

## **2.5 Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

## **2.6 The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- Loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

## 2.7 Types of Cyber Bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others. Impersonation: Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

## 3. Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Head or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

### 3.1 The role of governors

The governing body supports the Executive Headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Executive Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a formal written complaint to the Executive Headteacher. If still not satisfied, the complaint may be escalated to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

### **3.2 The role of the Executive Headteacher**

It is the responsibility of the Executive Head to ensure the school's anti-bullying strategy is being implemented and to ensure that the Head of School ensures that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Executive Headteacher will report to the governing body about the effectiveness of the Anti-Bullying Policy if requested.

### **3.3 The role of the Head of School**

It is the responsibility of the Head of School to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Head of School will report to the Executive Headteacher about the effectiveness of the Anti-Bullying Policy.

It is the Head of School who must ensure that all children know that bullying is wrong and that it is unacceptable behaviour in school. The Head of School will draw the attention of children to this fact at suitable moments. For example, they may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Head of School will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head of School will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **3.4 The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies;' any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately.

If an allegation of bullying has been made against a pupil or bullying behaviour has been observed by a member of staff, they need to report this to the Assistant Headteacher (Designated Safeguarding Lead and Inclusion Lead) by completing the bullying investigation form.

The Assistant Headteacher for Safeguarding and Inclusion will then investigate or delegate to the appropriate Upper or Lower Key Stage 2 Assistant Head to collect all the relevant information, to inform an appropriate sanction if any. All cases are individual and various strategies will be employed by the Assistant Headteacher to address the issue, taking children's needs into account. The Assistant Headteacher will then provide a copy of the investigation report to the Head of School in order to be filed. All allegations of bullying will be recorded on the bullying log so that if further allegations are made previous allegations can be looked at.

Teachers and support staff will do all they can to support a child who is being bullied.

### **3.5 Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Executive Headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Executive Headteacher being involved in such incidents, reports will be given immediately to the chair of the governing body who will also take formal action where necessary.

### **3.6 The role of parents/carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken they should contact the Assistant Headteacher for Lower or Upper Key Stage 2.

If they remain dissatisfied, they should informally speak to the Head of School. If the matter remains unresolved, a formal written complaint should be made to the Executive Headteacher. The school's Complaint Policy should be followed thereafter.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school.

### **3.7 The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

## 4. Reporting, sanctions and monitoring

### 4.1 Bullying behaviour incidents

As part of our behaviour curriculum we track identified bullying behaviours and all incidents of bullying behaviour will be recorded onto *Pupil Asset* in either of the 4 relevant categories:

- i. P1 Physical bullying
- ii. P2 Verbal bullying
- iii. P3 Indirect bullying
- iv. P4 Cyber bullying

These are recorded to allow us to track bullying incidents which will then allow us to monitor bullying behaviour for both the aggressor and the target and recognise when it occurs on more than one occasion for an individual.

### 4.2 How to report bullying

- Any bullying concerns can be raised by a parent via the school website, via a member of the Senior Leadership Team or by emailing the school office.
- Any bullying concerns can be raised by a pupil via the school website, via any member of staff or by letting their parents know.
- Any bullying concerns can be raised by a member of staff via a member of the Senior Leadership Team.
- An allegation of bullying made will always result in an investigation being undertaken and a final decision made about whether this is indeed bullying will be made and all stages of the investigation will be completed. A final outcome is recorded onto the Federation Bullying Log and onto My Concern.
- The Assistant Headteacher has overall day-to-day responsibility for dealing with reported incidents and will investigate or delegate to a member of the Pastoral Team.

### 4.3 Procedures

The following 10 steps must be taken when dealing with incidents of bullying:

1. If an incident occurs where a pupil demonstrates one of the 4 bullying behaviours then this must be recorded appropriately on *Pupil Asset* for both the aggressor and the target and an appropriate sanction must be given.
2. If an allegation of bullying is suspected or made by a parent, child or staff member then a full investigation must take place.
3. The Assistant Headteacher for Inclusion and Safeguarding will investigate the allegation or delegate the full investigation to an appropriate member of the Senior Leadership Team. The appropriate bullying investigation form will be completed - see Appendix A.

4. A clear account of the allegation and the investigation will also take accounts from the alleged victim, their parents, class teacher and any other witnesses to enable the investigation to be thorough and fair.
5. As part of the investigation, records on *Pupil Asset* and *My Concern* will be reviewed to make a decision about whether the bullying is the 'repetitive and/or intentional hurting of one person by another(s), where the relationship involves an imbalance of power.
6. The investigation may take some time as observations both in class and on the playground may also take place to make a final decision and take appropriate action.
7. The Federation Bullying Log will be reviewed to see whether previous allegations have been made and what the outcome of this investigation was.
8. Teachers will be kept informed and asked to monitor the situation; reporting their findings.
9. Once the investigation is concluded, parents will be invited to a meeting to discuss investigation outcomes. The Assistant Headteacher for Inclusion or the delegated Senior Leader will discuss whether there is evidence to confirm it is a bullying incident and the actions the school will now take.
10. The Federation Bullying Log and *My Concern* will be updated and the investigation form filed in the appropriate pupil folder.

#### **4.4 If bullying is not confirmed**

If the allegation of bullying is not confirmed, the incident will be recorded as 'no' on the Federation Bullying Log. The appropriate Senior Leader or Pastoral Team member will meet with the child on a regular basis to ensure no further intervention is required.

Should further allegations be made or the parent / child be dissatisfied with the outcome, the school will ask an external caseworker from the Education Support Behaviour and Attendance Service (ESBAS) to come into school in order to inform an objective second opinion.

#### **4.5 If bullying is confirmed**

If bullying is confirmed these actions will be taken in this sequence:

- If the allegation of bullying is confirmed, the parent of the child that is bullying will be immediately informed and asked to attend a meeting with the Senior Leader investigating.
- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Assistant Headteacher may inform the police.
- If deemed necessary, in-school support and intervention for the bully and victim will be provided by a member of the school's Pastoral Team.
- Should bullying behaviour continue despite in-school support and intervention, external ESBAS intervention will be put in place.
- Mediation between parents of the children will take place, should this be required.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. As described above sanctions are applied in appropriate proportion to the event and it is expected that parents support the school in its decision.

## **4.6 Monitoring, evaluation and review**

The following shows the monitoring, evaluation and review process:

1. Governors, the Executive Headteacher and Senior Leaders will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A record of all such incidents will be kept both centrally and on students' files
3. The numbers of incidents will be reported to governors 3 times a year in the Safeguarding Report or provided to them at any time on request
4. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.
5. The Assistant Headteacher for Inclusion and Safeguarding will monitor Bullying Logs in relation to child protection records, to determine if bullying is deemed a safeguarding issue.

## **5. Strategies to reduce bullying**

Roselands-Stafford Federation has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to be kind underpinned by the school's value of mutual respect;
- the reinforcement of the clear message that violence has no place at school;
- consultation with Pupil Voice' on appropriate action;
- take part in initiatives such as Anti-Bullying Week;
- training for all members of staff on anti-bullying policy and strategy;
- the supervision by school staff of all play areas at lunch times and breaks;
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied;
- a clear policy of mobile phones not permitted to be in use during school hours;
- the celebration of all student's backgrounds and cultures through assemblies;
- the training of a cross section of students as anti-bullying ambassadors;
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children;
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet);
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Assistant Headteacher. Action will be taken and recorded;
- effective recording systems;
- work with multi-agency teams including police and children's services as appropriate; contact the parents of both the child being bullied and the bully;
- challenge sexual content within verbal abuse especially challenging homophobic language.

**APPENDIX A Bullying INVESTIGATION FORM**

**FORM A: Initial Reporting Form**

<b>Name of alleged victim</b>	
<b>Reported by</b>	
<b>Date of allegation</b>	

**Nature of allegation:**

**Who is involved?**

**What happened?**  
**Have there been a range of previous incidents?**

**Do you think anyone else saw it or heard it?**

**Has anything like this happened before?**

**If it has where the same people involved?**

**What do you want to happen now?**

**Is there someone in school you feel comfortable to talk to and be supported by?**

**Next Steps: Please share what you plan to do next as part of the investigation:**

## **FORM B: Reviewing previous information held for the alleged bully and the alleged victim**

**Review of *Pupil Asset* and P1,P2,P3,P4 incidents recorded for both the alleged aggressor and the alleged target:**

**Review of *My Concern*:**

**Review of any other Pupil Records including communication log, SEND records etc:**

**Next Steps to take:**

**FORM C: Investigating the allegation of bullying: alleged victim if they did not make the initial allegation.**

**Nature of allegation:**

**Who is involved?**

**What happened?**

**Have there been a range of previous incidents?**

**Do you think anyone else saw it or heard it?**

**Has anything like this happened before?**

**If it has where the same people involved?**

**What do you want to happen now?**

**Is there someone in school you feel comfortable to talk to and be supported by?**

**Next Steps: Please share what you plan to do next as part of the investigation:**

## **FORM C: Investigating the allegation of bullying: alleged bully.**

**Set out nature of the allegation made:**

**Where did it happen?**

**Who was involved?**

**What happened?**

**Do you think anyone else saw it or heard it?**

**Has anything like this happened before?**

**If it has where the same people involved?**

**What do you want to happen now?**

**Is there someone in school you feel comfortable to talk to and be supported by?**

**Next Steps: Please share what you plan to do next as part of the investigation:**

## FORM D: Investigation Outcomes

Witness spoken to: Please detail who and information gained from each one
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Observations undertaken: Please detail what and information gained from each one
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### Decision following investigation:

	<b>Incident was bullying and all 3 amber statements were confirmed.</b>
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	<b>Hurt has been deliberately/knowingly caused (physically or emotionally).</b>
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	<b>It is a repeated incident or experience e.g. multiple incidents/cyber bullying or the involvement of a group.</b>
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	<b>Involves an imbalance of power:</b> <ul style="list-style-type: none"> <li>● Target feels he/she cannot defend himself/herself OR</li> <li>● Aggressor/s exploiting their power (size/age/popularity/coolness/abusive language/labelling/name calling, etc)</li> </ul>
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<b>The incident was not bullying on this occasion because it was:</b>	
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	<b>The first hurtful incident between these children</b>
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	<b>Teasing/banter between friends without causing intention to hurt (it should not happen again)</b>
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	<b>Falling out between friends after a quarrel, disagreement/misunderstanding</b>
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	<b>Conflict that got out of hand (it should not happen again)</b>
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	<b>A single act of telling a joke about someone</b>
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	<b>Expression of unpleasant thoughts or feelings regarding others (it should not happen again)</b>
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	<b>Not liking someone</b>
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	<b>Accidentally bumping into someone</b>
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	<b>Making other children play things a certain way</b>
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	<b>Isolated acts of harassment, aggressive behaviour, intimation or meanness</b>
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	<b>Activities that all parties have consented to and enjoyed (check for subtle coercion):</b> <ul style="list-style-type: none"> <li>● got out of hand</li> <li>● parental concern</li> </ul>
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	<b>Other:</b>
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## **FORM E: Actions where allegation was not deemed bullying**

**Actions to be taken:**

**Sanctions if any:**

**Communication with parents of alleged victim :**

**Communication with parents of alleged bully :**

## FORM F: Actions where allegation was deemed to be bullying

### Type of bullying behaviour - rag relevant box/es

<b>Physical:</b> hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property		<b>Cyber-bullying:</b> Sending nasty phone calls, text messages or emails/chat rooms	
<b>Verbal:</b> name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism, sarcasm		<b>Indirect:</b> Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection, coercion	
<b>Other:</b> specify			

### Types of cyber bullying - rag relevant box/es:

<b>Flaming:</b> online fights through emails, instant messages or chat rooms where angry or rude comments are made	<b>Denigration:</b> putting mean online messages through email, instant messaging, chat rooms or websites to make fun of someone	<b>Exclusion:</b> intentionally leaving someone out of a group such as instant messaging, friends sites, or other online group activities	<b>Outing:</b> Sharing secrets about someone including private information, pictures, videos
<b>Trickery:</b> tricking someone into revealing personal information and sharing it with others	<b>Impersonation:</b> pretending to be someone else when sending or posting mean or false messages online	<b>Harassment:</b> repeatedly sending malicious messages to someone online	<b>Cyber stalking:</b> continuously harassing and denigration including threats of physical harm

### Where behaviour is regarded as identity based bullying, discriminatory or prejudicial rage the relevant category:

Homophobic	Disability/ SEND related	Racist	Faith	Derogatory language used	Other

### Details of action taken - rag relevant box/es

<b>Checked for other known incidents involving the same pupils</b>	
<b>Individual discussion with those involved</b>	
<b>Group discussion with those involved</b>	
<b>Notified class teacher</b>	

<b>Notified to all parents</b>	
<b>Medical treatment</b>	
<b>Police involvement</b>	
<b>Report to governors</b>	
<b>Support from specific staff</b>	
<b>Referral to agencies</b>	
<b>Sanction</b>	

**Detail actions to be taken:**

**Sanctions if any:**

**Communication with parents of victim including next steps, and support :**

**Communication with parents of bully including next steps, sanctions and support :**

## FORM G Bullying Allegation Review (where it was deemed to be bullying)

### Pupil voice of victim

Were you happy with the support provided	YES	NO
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What did you find the most helpful?
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Was there anything you found unhelpful which we could improve?
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Did you feel you were fairly treated?	YES	NO
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### Parent voice of victim

Were you happy with the support provided	YES	NO
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What did you find the most helpful?
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Was there anything you found unhelpful which we could improve?
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Did you feel you were fairly treated?	YES	NO
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