



**BRIDGEWATER**

HIGH SCHOOL

LEARNING WITH PRIDE AND JOY

# POLICY

## ANTI BULLYING

### [2024]

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Prepared by: [T Hatton]



# BRIDGEWATER HIGH SCHOOL ANTI BULLYING POLICY

## Section A Introduction

***Bullying is any deliberate behaviour repeated over time that physically or emotionally hurts someone.***

Bridgewater High School is committed to ensuring that all stakeholders are aware of what bullying is, why it is wrong, what their responsibilities are to prevent bullying, how the school responds to bullying and how it monitors the impact of its policy.

Bridgewater recognises that bullying is a serious issue that can have substantial impacts on the wellbeing of victims therefore the school aims to eradicate bullying of all kinds. We believe that it is the right of every pupil and every staff member to work in a positive and safe environment and that it is the responsibility of everyone in the school community to ensure that this happens. The aim of this policy is to promote the effective prevention of bullying and a consistent approach to dealing with bullying incidents when they occur in the school or are directly linked to school business such as school trips and extra-curricular activities

## Section B Statements and procedures

### **1) Bullying behaviour can take a number of different forms:**

- Emotional – being unfriendly, excluding, tormenting.
- Physical – pushing, kicking, hitting, punching or any use of violence.
- Verbal – name-calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet such as e-mail and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities.

Bullying behaviour can be:

- Racist – because of/focusing on issues of race
- Homophobic – because of/focusing on issues of sexuality
- Disablist – because of/focusing on issues of a perceived impairment
- Gender Identity -focusing on the gender one associates themselves with
- Religious or belief- focused on the religion or beliefs one holds

It can also be based on:

- Re-assignment- focused on a person due to them having changed their gender
- Age- focused on the age of the person
- Pregnancy- because the person is pregnant

### **2) Bullying and bullying type behaviours**

Bullying is deliberate and repeated behaviour over time between the same pupils. However, the poor behaviours and actions which are associated with bullying can and do happen as one-off incidents of poor behaviour between pupils. Any investigation of poor behaviour between pupils will establish if the behaviour is deliberate being repeated and over time or if is an isolated incident. All identified incidents of bullying type behaviour or Bullying will be dealt with sensitively and with a view to ensure that the victim feels supported, reassured and that resolution is achieved.

### **3) Specific Responsibilities**

#### **a) Principal and Headteacher will:**

- Disseminate policy to the whole school community annually. Staff will sign to show they have read and understood the policy. The Policy will also be on the school's website.
- Ensure that all staff at appropriate levels are aware of their responsibilities both in the prevention of bullying and in their response to dealing with it.
- Ensure that staff new to the school are informed of the policy and the procedures around bullying form part of the new staff induction.
- Publish summary booklets offering advice to staff, pupils and parents annually (see appendices 1, 2 and 3).
- Delegate the leadership and management of anti-bullying work and dealing with bullying

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incidents to The Senior Leaders on each school site responsible for Behaviour and Attitudes and Personal Development

- Ensure the strategic management of the bullying policy and procedures are supported by Pastoral Group and advised by the Personal Development, Behaviour, Attendance and Safeguarding Advisory Group of the Governing Body.

### **b) Governing Body:**

The Personal Development, Behaviour, Attendance and Safeguarding Advisory Group within the Governing Body will review the Anti-Bullying Policy annually. They will also evaluate the impact of the school's anti-bullying work by reviewing the number of bullying incidents investigated by the year group, gender, age range, and the nature of the bullying reported. This will allow for the Advisory Group to work closely with the school where further targeted anti-bullying work needs to be addressed.

### **c) All teaching staff:**

- Will be made aware of the policy and have access to a staff summary booklet.
- Will know how to report either concerns that bullying is happening or incidents of bullying
- Will know how to respond to concerns around bullying in the first instance and support a culture of listening to concerns.

### **d) Heads of Year and Assistant Heads of Year**

- Are aware of the anti-bullying policy and are responsible for case managing incidents of bullying in their cohorts in line with school procedure.
- Will complete appropriate reports to ensure that bullying case work can be fully evaluated.
- Will support whole schoolwork on Anti-Bullying through the delivery of the Sense of Responsibility strand of Personal Development.

### **e) Pastoral Support Staff**

- Will support the delivery of the schools Anti-Bullying work
- Will deliver targeted interventions to both victim and perpetrator of bullying as directed by Pastoral Managers and Leaders
- Will support the process of case managing incidents of bullying

## **4) Allegations of Bullying and bullying type behaviours**

All allegations of bullying type behaviours will be taken seriously and acted upon. This will include, the pupil making the allegation being spoken to and where possible witness statements taken. This will include establishing if there have been previous concerns between the pupils. Where one-off bullying type behaviours are found to have taken place they will be responded to in line with the Behaviour Policy and sanction put in place accordingly. Where the investigation concludes that behaviour has been deliberate and repeated over time then actions will be taken in line with the anti-bullying policy.

## **5) Strategies to Prevent Bullying**

Bridgewater High School promotes a positive ethos to prevent acts of bullying between pupils and strives to create a positive and supportive environment for the whole school community. Specifically, the following measures will be taken:

- Anti-Bullying Week – this will be a high-profile event on the school calendar to raise awareness of bullying and everyone's responsibility in preventing and responding to it.
- Anti-Bullying Ambassadors recruited annually. They will participate in a training conference and will deliver key messages to their cohorts via assemblies and Personal Development sessions
- Assembly programme – Bullying will regularly feature on the assembly programme delivered by a range of staff focusing on key aspects such as cyber-bullying.
- The 'Sense of' Personal Development taught curriculum focuses on the anti-bullying message in Year 7 and then the importance of recognising and sustaining healthy relationships both in the real and virtual world is revisited in an age-appropriate way from Year 8-11
- The 'Sense of' Personal Development curriculum covers all aspects of diversity and an awareness of discrimination, and the protected characteristics covered in the Equality Act 2010

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- The taught curriculum is mapped against the Personal Development Curriculum to ensure that the anti-bullying message and the key values of responsibility and respect are re-in forced with pupils.
- Targeted intervention will be provided for perpetrators of bullying or bullying type behaviours where appropriate.
- Targeted Support form external agencies for perpetrators for bullying or bullying type behaviours will be advised where appropriate.
- Peer mentoring scheme – Year 8 pupils trained to act as peer mentors to pupils identified as vulnerable to the social challenges of a large high school.
- Promotion of reporting bullying concerns – pupils will be encouraged to report bullying to a member of staff.

### 6) Vulnerable Pupils

We recognise that certain students may be more vulnerable to bullying than others. This may be linked to any characteristic as identified by the Equality Act 2010 including age, race, gender. Re-assignment, pregnancy, religion or belief and sex. We are committed to ensuring that all pupils do not experience bullying and for these pupils in addition to section 5 we will:

- Ensure all pupils can access the 'Sense of' and RSE curriculum through differentiation of material where required
- Ensure that pupils from any 'minority group' are given a voice to raise any concerns that they may have, through the Equality Ambassadors
- Ensure staff are aware of pupils on the Vulnerable Pupil Register and that they have a named point of contact.
- Ensure staff are aware of protected characteristics and provided with training to support pupils.

### 7) Strategies to respond to bullying

For all staff having bullying reported to them or dealing with a case of bullying the priority will be to support the victim and to ensure that the perpetrator does not bully again.

#### Specific actions to support the victim

- Parental/carer involvement
- Peer mentoring – victims of bullying may be linked with a trained peer mentor from an older year group
- Counselling and/or self-esteem work for victims of bullying – This may be delivered from staff within Pastoral Support under the guidance of the schools Mental Health Lead or through external agencies where that is deemed necessary.
- Restorative action, where appropriate, for pupils involved in bullying incidents.

#### Specific actions to deal with the perpetrator

- Parental/ carer involvement
- Intervention work with perpetrators of bullying to ensure that they understand why such behaviour is harmful.
- Sanctions in line with the school's Behaviour Policy.
- Restorative action, where appropriate, for pupils involved in bullying incidents.

#### Bullying and bullying type behaviour outside of school

The school recognises its responsibility to support good behaviour between pupils out of school including online behaviours. In line with the Behaviour Policy where an incident outside of school is linked to school for example on school transport, a school trip or whilst pupils are representing the school, or where incidents that have started outside of school but then come into school then the incident will be dealt with under the Behaviour Policy. Where incidents happen between pupils over the evenings, weekends and school holidays school will support parents/carers to manage this with their children. However, in these instances school-based sanctions would not be appropriate. School support will involve advice to parents on ensuring their child is safe online and advising as to how to monitor their child's online profile. School will also work with external agencies such as the Police and CSC if incidents between pupils outside of school are referred to

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them.

### 9) Reporting and Monitoring Procedures

There are a variety of ways of reporting bullying incidents, and these methods are clearly communicated to all staff. Staff can alert the relevant pastoral team using the Bullying Concern Referral Form (Appendix 4) located in each staff room, or they can use email or through Arbor messaging.

When bullying does occur, our priority will be to deal with each incident sensitively and efficiently to try to minimise the negative impact it may have on members of the school community. Once reported to the HoY/AHoY they will case manage the matter using school paperwork and CPOMS until the matter is resolved by:

- Taking the details of those involved and the incidents will be recorded on the Bullying Incident Record Form. (Appendix 5)
- Completing the follow up record sheet/action plan to then be stored on the victims CPOMS file.
- Ensuring all documents relating to bullying incidents are stored within a designated bullying file held by the Safeguarding Lead.
- Reporting all Bullying incidents to the Assistant Headteacher (KS3/KS4) as part of pastoral line management monitoring.
- Regular reports focusing on bullying incidents will be made to the safeguarding governors committee.
- The anti-bullying policy will be regularly reviewed and updated to address need.

### 9) Discriminatory Behaviours

Bullying or one-off bullying incidents can be acts of discrimination against any of the characteristics protected by the Equality Act 2010.

At Bridgewater High School we welcome the benefits that living in a diverse world brings and teach the students the importance of inclusion and tolerance. All pupils are taught about the Equality Act in an accessible and age-appropriate way. All allegations of discriminatory behaviour will be investigated by the Pastoral Team for the Year group. The investigation will be written up on the Discriminatory Behaviour Form (see appendix 5) ensuring that the views of all concerned are captured including the parents/carers of the victim and perpetrator. All incidents of alleged discrimination will be recorded on CPOMS and will be reported back to the Safeguarding, Personal Development Advisory Group each term.

This policy links with:

Behaviour Policy

Exclusion Policy

Safeguarding and Child Protection Policy

RSE Policy

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## Section C Additional Information and Guidance

### Signs and Symptoms of bullying

Victims of bullying may show a range of different characteristics and behaviours however, the most important sign that something may be wrong is a change in usual behaviour for a pupil. Such behaviour can include:

- Being unusually quiet and reluctant to join in
  - Being teary
  - Angry outbursts
  - Anxiousness or expressing worries
  - Absence from school
-

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- Tiredness
- Obvious bruising/marks
- Ripped clothing
- Missing equipment/belongings without explanation

All concerns about a child should be taken seriously and should be reported in line with school anti-bullying procedures.

### **Further information on protected characteristics -Equality Act 2010**

Homophobic Bullying, Racial Bullying and Disability Bullying fall under the overall definition of bullying and therefore will be dealt with according to the policy and procedures outlined above in section 9. Further information regarding the above is outlined below.

### **Homophobic Bullying**

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual, transgender, questioning or intersex (LGBTQI) people.

A range of people in school may experience homophobic bullying:

- Young people who are LGBTQI
- Young people who are thought to be LGBTQI
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be LGBTQI

Homophobic bullying, as with all forms of bullying, can occur in different ways. Incidents of homophobic bullying will be dealt with in line with the actions outlined in Section B

In addition, staff and pupils will actively challenge casual homophobic language and will ensure that repeated incidences which therefore fall under the definition of bullying are dealt with in line with the policy actions.

The occurrence of homophobic bullying will be explicitly recorded and monitored by pastoral staff. This information will be regularly shared with staff and governors and if a specific need for further action is identified this will form part of ongoing anti-bullying work.

Tolerance and respect for difference will repeatedly be key themes in the taught curriculum and at appropriate points awareness raising activities such as assemblies and workshops will be held to improve the understanding of the school community about LGBTQI issues.

### **Racial Bullying**

Racial bullying occurs when the bullying is motivated by the race of the pupil. Incidents of Racially motivated bullying will be dealt with through the procedures highlighted in section B. As part of the schools ongoing work on equality and FBV we will teach pupils and model out the need for to celebrate diversity in school and the wider society. This is taught explicitly in the Personal Development Curriculum and also through a range of academic subjects including History, Religious Education and English. In addition to dealing with racial bullying the school monitors and responds to all incidents of racism whether they be targeted at a student, group of students or an isolated incident. These are reported separately as Racist incidents and underpin the school's expectation around how pupils treat each other. (see behaviour policy)

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### **Disability Bullying**

Disability bullying occurs when bullying is motivated by a seen or unseen disability. In such instances the matter will be dealt with in the manner identified in section b. As part of the schools ongoing work on Equality we teach and model out the need for acceptance and kindness. Pupils are made aware of various types of disability. The school is proud of its commitment to inclusion and encourages all pupils to integrate with all pupils at all times.

### **Cyberbullying**

As a school we are committed to preparing our pupils for life in the 21<sup>st</sup> Century world. We recognise the value of the internet and Social Media. However, we are also aware of the danger that can and does exist in the virtual world and educate our pupils on how to keep themselves safe in the virtual world. (See Online Safety Policy) Incidents of cyberbullying are dealt with the same as bullying.

Cyberbullying includes the use of phones and computers and electronic devices to harass, threaten or intimidate someone. It can include the use of instant messaging, e-mail, chat rooms or social networking sites.

School will ensure that all staff and pupils receive regular training on the safe and appropriate use of the internet. The issue of cyberbullying will appear in the taught curriculum (ICT/PSHE) and through assemblies and workshops at appropriate points.

Incidents of cyber-bullying will be dealt with on a case by case basis in line with the school Bullying policy and Behaviour Policy. Where appropriate, information will be shared with the 'On-Line Safety Group' and may be the police or other external agencies.

### **Sexting**

Cyberbullying may also involve 'sexting'. All incidents of sexting must be reported to the Designated Safeguarding Lead for further investigation. The matter will be dealt with in line guidance from the UK Council for Child Internet Safety.

### **Attachments**

- Appendix 1 : Anti-Bullying Staff Handout
  - Appendix 2 : Anti-Bullying Parent handout
  - Appendix 3 : Anti-Bullying Pupil Handout
  - Appendix 4 : Bullying Concern Form
  - Appendix 5 : Bullying Report Form
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ANTI BULLYING STAFF SUMMARY BOOKLET

Bullying is any repeated deliberate behaviour that physically or emotionally hurts someone

Emotional

- Being unfriendly
- Excluding
- Tormenting

Verbal

- Name calling
- Sarcasm
- Spreading rumours

Physical

- Pushing
- Kicking
- Hitting or any use of violence

Cyberbullying

- Using any digital technology to hurt or harass someone

**How to recognise that someone may be a victim of bullying**

Victims of bullying may show a range of symptoms that something is wrong. The most important sign that something is wrong is that usual behaviour has changed. Other common signs can also be:

- ❖ Being unusually quiet and reluctant to join in
- ❖ Tearful
- ❖ Angry outburst
- ❖ Anxious
- ❖ Low mood

**How to deal with incidents of bullying?**

**All staff in the school can ask and talk to pupils about how they are feeling and offer support**

If you suspect that a pupil is being bullied or a pupil discloses that they are, or someone else is, being bullied then complete the Bullying Concern Form and forward this to the pupil's Head of Year (HoY) or Assistant Head of Year (AHoY).

The HoY/AHoY will then deal with the concern including investigating with the victim and any alleged perpetrators. The HoY/AHoY is responsible for also sharing that information with the parent/carers of those involved.

The HoY/AHoY will complete the Bullying Incident Record and will ensure that all documentation is on CPOMS. The details of bullying incidents being managed by the HoY/AHoY will be shared with the Assistant Headteacher in Line Management meetings.



CONSISTENCY IS OUR GREATEST TOOL AND  
LACK OF CONSISTENCY IS OUR GREATEST  
WEAKNESS. ALL SUSPICIONS OF BULLYING  
AND/OR DISCLOSURE SHOULD BE TAKEN  
SERIOUSLY AND RESPONDED TO PROMPTLY

ou can report and suspected bullying to any member of staff and if they will refer the matter to the Pastoral Team for the pupil's Year group or use the email addresses which are manned by the pastoral team:

[Pastoral7@bridgewaterhigh.com](mailto:Pastoral7@bridgewaterhigh.com)

[Pastoral8@bridgewaterhigh.com](mailto:Pastoral8@bridgewaterhigh.com)

[Pastoral9@bridgewaterhigh.com](mailto:Pastoral9@bridgewaterhigh.com)

[Pastoral10@bridgewaterhigh.com](mailto:Pastoral10@bridgewaterhigh.com)

[Pastoral11@bridgewaterhigh.com](mailto:Pastoral11@bridgewaterhigh.com)

#### **What does Bridgewater High School do to prevent bullying?**

All staff at Bridgewater High School do all that they can to safeguard children for any harm including bullying. We strive to create a positive, welcoming and inclusive environment where everyone feels safe and can be themselves. This is underpinned by events and strategies to re-enforce our Anti-Bullying message:

**Equality Ambassadors** – A team of pupil representatives to promote the anti-bullying message.

**Peer Mentor** – a team of trained pupils to both promote the anti-bullying message and to support others who may have been victim to it.

**Anti-bullying Week** – A high profile event on the school calendar to remind all stakeholders of our anti-bullying message.

**Personal Development Curriculum** – Themed work on a “Sense of Responsibility” to promote the moral purpose of treating others with respect and kindness.

**Assembly programme** – Within the Personal Development Curriculum regular presentations on the need to treat each other well.

**Digital Ambassadors** – To promote E-Safety to the school community and advise leaders on areas of concern.

#### **REMEMBER**

**THE FULL ANTI-BULLYING POLICY IS AVAILABLE ON iAM COMPLIANT AND ALSO ON THE SCHOOL WEBSITE**

### ANTI BULLYING PARENT SUMMARY BOOKLET

Bullying is any repeated deliberate behaviour that physically or emotionally hurts someone

#### Emotional

- Being unfriendly
- Excluding
- Tormenting

#### Verbal

- Name calling
- Sarcasm
- Spreading rumours

#### Physical

- Pushing
- Kicking
- Hitting or any use of violence

#### Cyberbullying

- Using any digital technology to hurt or harass someone

#### **How to recognise that someone may be a victim of bullying**

Victims of bullying may show a range of symptoms that something is wrong. The most important sign that something is wrong is that usual behaviour has changed. Other common signs can also be:

- ❖ Being unusually quiet and reluctant to join in
- ❖ Tearful
- ❖ Angry outburst
- ❖ Anxious
- ❖ Low mood

#### **Who do I speak to if I am concerned that my child is being bullied?**

We recognise that for any parent to have any concerns about their child's welfare brings with it anxiety for the parent/carer themselves. Our Pastoral Team consists of Heads of Year (HOY), Assistant Heads of Year (AHOY) and a Pastoral Support Team who do not have a teaching timetable. Any incidents of bullying that they are made aware of via pupils, parents or staff will be investigated and responded to. If you do have concerns about your child please contact the HOY/AHOY of the Year Group or email:

[Pastoral7@bridgewaterhigh.com](mailto:Pastoral7@bridgewaterhigh.com)

[Pastoral8@bridgewaterhigh.com](mailto:Pastoral8@bridgewaterhigh.com)

[Pastoral9@bridgewaterhigh.com](mailto:Pastoral9@bridgewaterhigh.com)

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Pastoral10@bridgewaterhigh.com  
Pastoral11@bridgewaterhigh.com

You can also contact the school by phone on 01925 263919 (Upper) or 01925 263814 (Lower) and speak to a member of the Pastoral Support Staff.

Upper School Pastoral Support Staff

Mrs S Ward/Mrs Gibson/Mrs Rowland-Nash/Mrs Tolley/Mrs Brennan

Lower School Pastoral Support Staff

Mrs Moran/Mrs Harmer

## HOW WILL MY CHILD BE SUPPORTED?

We understand that for any pupil experiencing bullying that they need the support and understanding of others. Pupils will be supported by Pastoral Staff at all levels and pupils will understand who they can go to for support. The aim will be for the bullying to stop and this will be prioritised at all points. Much of the support provided will depend on what the victim wants to happen. In some instances, and when it is both understood and agreed, there will be a resolution between the parties involved.

There are other avenues to secure support both parents and carers and children online. The NSPCC and ChildLine can offer advice. All pupils at Bridgewater High School can also access KOOOTH online which offers support and guidance and also the opportunity for online counselling.

### What does Bridgewater High School do to prevent bullying?

All staff at Bridgewater High School do all that they can to safeguard children for any harm including bullying. We strive to create a positive, welcoming and inclusive environment where everyone feels safe and can be themselves. This is underpinned by events and strategies to re-enforce our Anti-Bullying message:

**Equality Ambassadors** – A team of pupil representatives to promote the anti-bullying message.

**Peer Mentor** – a team of trained pupils to both promote the anti-bullying message and to support others who may have been victim to it.

**Anti-bullying Week** – A high profile event on the school calendar to remind all stakeholders of our anti-bullying message.

**Personal Development Curriculum** – Themed work on a “Sense of Responsibility” to promote the moral purpose of treating others with respect and kindness.

**Assembly programme** – Within the Personal Development Curriculum regular presentations on the need to treat each other well.

**Digital Ambassadors** – To promote E-Safety to the school community and advise leaders on areas of concern.

**REMEMBER-** *The full anti-bullying policy is available on the school website*

**THE FULL ANTI-BULLYING POLICY IS AVAILABLE ON THE SCHOOL WEBSITE**

ANTI BULLYING PUPIL SUMMARY BOOKLET

Bullying is any repeated deliberate behaviour that physically or emotionally hurts someone

**Emotional**

- Being unfriendly
- Excluding
- Tormenting

**Verbal**

- Name calling
- Sarcasm
- Spreading rumours

**Physical**

- Pushing
- Kicking
- Hitting or any use of violence

**Cyberbullying**

- Using any digital technology to hurt or harass someone

Bridgewater High School will not tolerate bullying and will work with all of the pupils to ensure that Bridgewater is place to be safe and where everyone can be themselves.

If you feel that you are being bullied or that someone else is then the most important thing to do is **TELL SOMEONE**. Then we can make it stop.

**What should you do if you are being bullied**

**TELL SOMEONE** – the bully's best friend is silence. Ideally tell any teacher and they will know what to do. If not ask a parent or friend to tell a teacher. However the teachers get to know about bullying, they will all do the same thing and that is reassure you and to inform your Head of Year or Assistant Head of Year. It is the role of Head of Year or Assistant Head of Year to investigate the allegation and to put measures in place to ensure that the bullying stops.

You can always find a member of the Pastoral Support Team to speak with also. They will be able to support you with any concerns that you have.

Pastoral Support Team Lower School  
Mrs Moran/Miss Harmer

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Pastoral Support Team Upper School  
Mrs Ward/Mrs Gibson/Mrs Tolley/Mrs Brennan

## **What should you do if someone else is being bullied**

**TELL SOMEONE** – in the same way as if it was you, and it will be dealt with in the same way.

## **How can I help to stop bullying at my school?**

The best thing is to always treat others with respect and kindness. The second is to report anything that you feel is unacceptable. The third is to make sure that pupils have a voice. Join in with ambassador and peer mentoring programmes or speak with senior leaders if you feel that something more can be done.



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**BULLYING CONCERN: INTERNAL REFERRAL FORM**

Name of Pupil \_\_\_\_\_

Form: \_\_\_\_\_ Date \_\_\_\_\_

Recorder

\_\_\_\_\_

(Outline your concerns below)

Pass referral form to the Year HoY or AHoY

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APPENDIX 5



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## Bullying incident

## Report Form

	Name	Gender	Ethnicity	Age	SEN	PP
Alleged child(s) who has been bullied						
Alleged child(s) who has displayed bullying behaviour						
<b>Date of incident:</b>						
<b>Location of incident</b> <ul style="list-style-type: none"> <li><input type="radio"/> Classroom</li> <li><input type="radio"/> Outside e.g. field</li> <li><input type="radio"/> Corridor</li> <li><input type="radio"/> Other (please state)</li> </ul>						
<b>Type of incident</b> <ul style="list-style-type: none"> <li><input type="radio"/> <b>Physical</b> bullying (includes jostling, physical intimidation, interfering with personal property, punching, kicking, any other physical contact which may include using an item to hurt them e.g. ruler, rubber, etc.)</li> <li><input type="radio"/> <b>Verbal</b> bullying (includes name calling, insults, jokes, threats, spreading rumours)</li> <li><input type="radio"/> <b>Indirect</b> bullying (includes isolation, refusal to work with, talk to / play with / help others)</li> <li><input type="radio"/> <b>Cyber</b> bullying (through technology such as mobile phones and social media)</li> <li><input type="radio"/> <b>Disability</b> (related to perceived or actual impairment)</li> <li><input type="radio"/> <b>Homophobic</b> (related to perceived or actual sexual orientation)</li> <li><input type="radio"/> <b>Sectarian</b> (related to religious belief and or political opinion)</li> <li><input type="radio"/> <b>Other</b> (please specify)</li> </ul>						

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**Details of incident:**

**Parent/carer response**

**Name of action/support for child(s) who has been bullied (please tick all that apply):**

- Discussion of the incident with peers / class
- Defined ongoing support / monitoring from staff
- Parents / carers involvement (please specify)
- Counselling
- Referral to other agencies (please specify)
- Other (please specify)

**Name of action/support for child(s) who been displaying bullying behaviour (please tick all that apply)**

- Discussion of the incident with peers / class
- Defined ongoing support / monitoring from staff
- Parents / carers involvement (please specify)
- Counselling
- Referral to other agencies (please specify)
- Exclusion
- Other (please specify)

**Name of member of staff  
filling this form out**

**Signature**

**Date**



### Discriminatory Behaviour Incident Report Form

**This form should be used for isolated incidents of discrimination.  
For multiple incidents please refer to bullying procedures.**

	Name	Gender	Ethnicity	Age
Alleged child(s) who has been victim				
Alleged child(s) who has displayed discriminatory behaviour				

<b>Date of incident:</b>
<b>Location of incident</b> <ul style="list-style-type: none"> <li><input type="radio"/> Classroom</li> <li><input type="radio"/> Outside e.g. field</li> <li><input type="radio"/> Corridor</li> <li><input type="radio"/> Other (please state)</li> </ul>

<b>Name of action/support for child(s) who has displayed discriminatory behaviour</b> (please tick all that apply) <ul style="list-style-type: none"> <li><input type="radio"/> Discussion of the incident with peers / class</li> <li><input type="radio"/> Defined ongoing support / monitoring from staff</li> <li><input type="radio"/> Parents / carers involvement (please specify)</li> <li><input type="radio"/> Counselling</li> <li><input type="radio"/> Referral to other agencies (please specify)</li> <li><input type="radio"/> Exclusion</li> <li><input type="radio"/> Other (see above)</li> </ul>
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**Parental/Carer response**

<b>Name of member of staff filling this form out</b>	<b>Signature</b>	<b>Date</b>