Harwell Community Primary School

Behaviour and Discipline Policy

Policy Review	Date
Reviewed by SLT	**6 October 2017**
Approved by Headteacher **Ratified by Full Governing Body**	**6 October 2017** **9 November 2017**
Next review due	**Academic year 2019/20**

Reviewed September 2017

Harwell Community Primary School

Behaviour and Discipline Policy

School Mission Statement
Happy to Learn

School Vision Statement

At Harwell School we are committed to develop and enable all individuals to reach their full potential and to ensure equal opportunities for all.
Our vision, for our children, is to help them to develop a love of learning, along with the skills and the ways of thinking to excel at whatever they choose to do in the future as embodied by our 4 Rs
- **Respect**
- **Responsibility**
- **Resourcefulness**
- **Resilience**

Behaviour Policy Statement

The purpose of the Behaviour policy Statement is to outline the principles and aims of the approach adopted by Harwell School towards achieving the environment outlined in our vision statement. The strategies and routines, which support our policy, are outlined in the appendices.

We believe that children and adults learn and teach to their potential in an atmosphere which is both calm and stimulating, where they and their efforts receive praise and support, their confidence and self-esteem is raised and **respect** and **responsibility** for each other is shared and displayed. Challenges are part of the learning process and we empower children to face these with **resilience** and **resourcefulness**.

Aims of the Behaviour Policy

- To establish a safe, calm, caring, creative, stimulating and respectful learning environment for all children and adults working in and visiting our school.
- To promote, teach and encourage an understanding of the universal values which are fundamental to the dignity and well-being of all and which underpin the ethos of our school. These values include respect, responsibility, resourcefulness and resilience.

- Our approach to behaviour permeates all aspects of school life, learning and leisure; social, collective and individual. Through a consistently positive approach we aim to help pupils:
- to know themselves and take responsibility for their choices;
- to develop their self-esteem;

- to respect and care for each other;
- to respect and care for the community and environment in which they live;
- to be resourceful independent and cooperative learners;
- to develop the resilience and skills to recognise and resolve conflicts;
- To develop skills to take ownership of their choices and to find solutions to resolve difficulties, with support as needed.

Supporting Principles

At Harwell, we work to create a positive environment where all children and adults strive to treat one another with respect and courtesy at all times. The whole school community has a role in establishing, reviewing and supporting the consistent implementation and understanding of the behaviour policy. The opinions of all members of the school, from the youngest child to every adult participant in school life, are valued and welcomed in informing and enhancing our work.

The way children behave depends on the way they feel about themselves – all behaviour has a reason.

- Pupils who feel valued and have their successes recognised tend to behave appropriately.
- Pupils who feel that they are not valued and unable to achieve success are more likely to express their feelings through inappropriate behaviour.
- Pupils learn quickly that if they behave in a certain way they will be treated in a certain way.
- The way people feel about themselves depends on the way in which those around them respond to their behaviour.
- There is a distinction between the behaviour and the person and this is reflected in the language used to describe unacceptable behaviour.
- A system in which children are encouraged to examine their behaviour and take responsibility for the choices they have made results in greater awareness and sense of empowerment and fairness.
- Positive approaches to behaviour management through reward systems and positive recognition coupled with clear systems, procedures and consequences in response to inappropriate, unacceptable or more challenging behaviour are most effective.
- A consistent approach to behaviour is essential. When children are treated inconsistently they become confused and often are unable to distinguish between appropriate and inappropriate behaviour.
- The positive ethos of the classroom and the school creates an atmosphere of mutual respect in which pupils behave appropriately and teaching and learning is leading to achievement.
- Staff are positive role models.

Circle time addresses many aspects of the PSHE curriculum and also offers an effective tool to support staff in promoting pupil self esteem. Golden time is used as both a reward and as a means to further develop a nurturing environment.

We use the language of choice and consequences as outlined in the Family Links Nurturing programme to help children understand the differences between inappropriate and appropriate behaviour and the consequences of choosing to continue with the inappropriate behaviour. The language of choice and consequence is understood and practised by all adults within the school. Such language should be easily understood by all pupils and so should be adapted to be appropriate to the emotional age of the individual.

1. School Rules

The major emphasis of our Behaviour Policy is upon **expecting, noticing and praising positive behaviour and outstanding learning behaviours**. Our expectations are high and our school and rules help to communicate and support us in achieving our aims. They are discussed and displayed in all the classrooms and corridor areas of the school (see Appendix 1).

- Speak and listen to everyone carefully

- Move safely around our school

- Always try your best

- Respect people and property

- To follow instructions straight away

2. Playground rules and routines

Harwell Rules should be applied at playtime.

3. Rewards

We praise and reward appropriate behaviour and attitude in a variety of ways.

- Verbal Praise
- Stickers
- Postcard/email home
- Phone call home
- Certificates: Harwell Stars, Kindness, Outstanding Learning
- Mention on the school newsletter
- Whole class rewards & Golden Time
- Whole class treats
- Visit Mr Gibson and other teachers

All classes should have a whole class reward system on display. This is for everyone in the class and should not represent individuals at any time. Once earned, whole class rewards cannot be taken away.

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From time to time, there may be a whole school focus on a particular aspect of behaviour. This is acknowledged by an associated reward.

Some children, however, may need an individual reward systems to help them moderate behaviour. The SENCo and where necessary the Behaviour Support team can support individual pupils and teachers in the development and management of such systems where appropriate. These systems should feed into whole class rewards too.

4. Unacceptable Behaviour

- Disruptive behaviour including making inappropriate noises, stopping others from learning, leaving the workplace at inappropriate times.
- Refusal to do what a member of staff or adult in charge asks.
- Answering back or rudeness.
- Racist, sexist or prejudiced remarks and attitudes.
- Physical violence.
- Bullying. (See Anti-Bullying Policy for further information and guidance.)
- Damaging of own or other's work.
- Vandalism
- Misuse of equipment
- Stealing
- Running inside the school buildings (other than in PE or drama).
- Leaving the classroom or school without permission
- Dangerous play likely to cause harm to self or others.

5. Consequences

Consequences are incremental (with the exception of behaviours listed below).

- Asked to stop the behaviour
- Choice and consequence (see below and appendix 3)
- Loss of minutes from Golden Time.
- Time out in class
- Time out in another class
- Removal from class with member of SLT
- Parents called/meeting with Mr Gibson

   Certain behaviour such as verbal and physical abuse or walking out of class, is never acceptable and may lead to instant time out, bypassing the earlier consequences listed above.

   Consequences from least to most intrusive include:
- tactical or planned ignoring;
- physical gestures, expressions or glances;
- diversion, such as a new activity particularly for younger children;
- reminders about rules/unacceptable behaviour;
- moving a child;
- class-based time out;

- time-out of class and consequences of this.

Loss of Golden Time
- increments of 1 - 2 minutes for KS1 , 5 minutes for KS2
- reasons for loss to be recorded on Golden Time register sheet

Playtime Consequences

Poor behaviour with equipment and general disruptive behaviour in the playground will result in a child being removed from the activity and asked to walk around with the adults on duty. The child will be given a clear choice and consequence for continued poor behaviour the following day.

6. Positive Handling

- Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. (See Physical Intervention Policy for further information and guidance.)

- Incidents of serious behaviour should be recorded on the school behaviour incident form (see Appendix 4) to monitor any children causing persistent disruption when removal from the classroom or playground may be necessary. In addition, parents may be informed.

Physical Intervention

- This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder, following Team Teach guidance, where the pupil is compliant.

Physical Control/Restraint

- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property.
- It is important to note that the use of "reasonable force" should be seen as a last resort.
- All such incidents must be recorded and be stored in an accessible way.
- One Team Teach trained member of staff should lead the situation, supported by another staff member, if physical restraint is necessitated.
- The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

7. The role of the class teacher

- Class teachers have high expectations of the children in terms of behaviour.
- The class routines support children's learning and behaviour.

- In their responses to children and their behaviour, teachers aim to meet the needs of the individual children while giving consideration and being aware of the needs of the class as a whole and of the school.
- They consistently follow the steps of the behaviour policy.
- Staff listen to, respect and empathise with children – e.g. 'I can see that you are upset.' 'It must have been hurtful for you.'
- Staff are consistent and fair in their approach.
- They are good role models for the children.
- They approach potential conflict situations calmly with a firm but quiet voice. Class teachers record incidents of repeated or persistent inappropriate behaviour of a Child (see Appendix 4)
- The class teacher sets and reviews behaviour targets for children where appropriate.
- The class teacher liaises with internal and external support agencies where appropriate,
- to seek support and guidance in the progress of individual children.
- The class teacher reports to parents about the progress of each child in their class, in line with the school's reporting policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Certain behaviour such as rudeness, fighting, swearing and walking out of class, is never acceptable and may lead to instant time out, bypassing the earlier steps of the behaviour policy.

8. The role of the Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998 to implement the school policy consistently throughout the school and report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of inappropriate behaviour.
- The headteacher has the responsibility for giving fixed-term suspensions or exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9. The role of parents/carers

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- Parents will be contacted with regard to their child's behaviour at the teachers'/Headteachers' discretion in order to decide jointly on a positive way forward for the child.

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- The school ethos and expectations are outlined in the School Prospectus/website. We encourage parents to read these and appreciate their support.
- Parental support of their children's learning is vital and we appreciate their cooperation, as set out in our home-school agreement. We aim to build constructive dialogue between the home and the school, and we inform parents immediately we have concerns about their children's welfare or behaviour. We appreciate parents informing the school of any home circumstances which could affect children while they are in school.
- If the school has to use reasonable consequences to address a child's inappropriate behaviour, parents should support the actions of the school, as outlined in the school parent's code of conduct. If parents have any concerns about the way that their child is being treated, they should initially contact the class teacher, then key stage leader followed by the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The role of governors

- The governing body has the responsibility of setting down these general guidelines on addressing and supporting standards of discipline and behaviour in our school and of reviewing their effectiveness.
- The headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

11. Fixed-term and permanent exclusions

- Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal
- The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- The governing body has an appeals panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors; they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated
- If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

12. Monitoring

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- The headteacher monitors the effectiveness of this policy on a regular basis. 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 of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where 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 staffroom.
- The headteacher keeps a record of any pupil 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.
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13. Review

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.

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Choices and consequences script

[Name], I'm going to give you a choice.

You can [state desired behaviour]…..or you can [state poor choice].

If you choose to …………. then you can/will be able to……

If you choose to …………. then …………………………….

What is your choice?

Give the child time to think and then ask what their decision is. When the child makes the choice to stop the poor behaviour, praise him/her for doing so, making it clear what you are pleased with.

Look for opportunities for further praise at a different point.

Appendix 2

Harwell Community Primary School Behaviour Incident Sheet

Name of child:	Date:	Time:
Place:	Adults present:	Other children involved:

Details of incident: What happened before the behaviour occurred? (Antecedent)	What did the child do? (Behaviour)	
Have **all people involved** been checked for injuries? (Visually, where possible, and verbally)	Details	
School Rule broken: • *Speak and listen to everyone carefully* • *Move safely around our school* • *Always try your best* • *Respect people and property* • *To follow instructions straight away*	✓	
(Consequence) What happened next? How was the incident resolved?	Which behaviour strategy was put in place?	
(Deliberation) What might the child have been seeking through this behaviour? What about the situation might have contributed to the behaviour? What could I change to make this kind of situation more manageable for the child?		Class staff informed? Yes /No
Signature of reporting adult		
Signature of HT/CT		

Please give a copy of this form to the child's class teacher

Harwell Primary Anti-Bullying Policy

September 2017

Purpose

The purpose of this policy is to ensure:

- that there are few, if any, incidents of bullying at Harwell School
- that pupils have a good understanding of the meaning of bullying, how to recognise it and how to react to it
- that any incidents of bullying are dealt with effectively and that children, parents and carers have confidence in the school's ability to deal with any incidents
- that children feel safe

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

What is Bullying or Unkind behaviour?

In order to recognise, prevent and successfully tackle bullying it is important that we are clear in our understanding of different terms.

Unkind behaviour means **any** behaviour that could harm somebody, either physically or emotionally. Unkind behaviour may often be deliberate, but it could also be unintentional or unthinking.

Bullying means any hurtful behaviour that includes these important characteristics:

- It is deliberate
- It is targeted at an individual
- It happens repeatedly over a period of time
- There is usually a power difference – the person doing the bullying is stronger, or older, or in a group, or more popular, etc.

We consider both unkind behaviour and bullying behaviour to be very serious. Both can seriously impact on a child's well being and his or her achievement at school. Bullying can have long term negative impacts on a child's well being.

Bullying can be:
- **Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)**
- **Physical pushing, kicking, hitting, punching or any use of violence**
- **Racist racial taunts, graffiti, gestures**
- **Sexual, unwanted physical contact or sexually abusive comments**
- **Homophobic because of, or focussing on the issue of sexuality**
- **Verbal name-calling, sarcasm, spreading rumours, teasing**
- **Cyber across all areas of internet, such as email & social media misuse. Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities**

All parents and carers worry about bullying, but not all adults and children are clear about what bullying is. For this reason we will be **careful and precise in our use of language**. We will actively use the term **'unkind behaviour'** when referring to emotional or physical behaviours. We will also actively teach children, through class circle time, lessons and assemblies the important characteristics of bullying – how to recognise it and what to do if they experience it or witness it. We will also consistently promote a school culture that is open and welcoming, that celebrates differences, that encourages children to grow up as people who are respectful of differences such as in belief, gender, sexuality, and who value diversity. We will be a school that promotes good behaviour by recognising it and celebrating it.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

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- Bullying will not be tolerated.

Signs and Symptoms
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- **is frightened of walking to or from school**
- **doesn't want to go on the school / public bus**
- **begs to be driven to school**
- **changes their usual routine**
- **is unwilling to go to school (school phobic)**
- **begins to truant**
- **becomes withdrawn anxious, or lacking in confidence**
- **starts stammering**
- **attempts or threatens suicide or runs away**
- **cries themselves to sleep at night or has nightmares**
- **feels ill in the morning**
- **begins to do poorly in school work**
- **comes home with clothes torn or books damaged**
- **has possessions which are damaged or " go missing"**
- **asks for money or starts stealing money (to pay bully)**
- **has dinner or other monies continually "lost"**
- **has unexplained cuts or bruises**
- **comes home starving (money / lunch has been stolen)**
- **becomes aggressive, disruptive or unreasonable**
- **is bullying other children or siblings**
- **stops eating**
- **is frightened to say what's wrong**
- **gives improbable excuses for any of the above**
- **is afraid to use the internet or mobile phone**
- **is nervous & jumpy when a social media message is received**

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

Responding to children's concerns

All children must know that all adults (governors, teaching and non-teaching staff) at Harwell School will take their concerns seriously. Bullying can only happen when there is silence, or a reluctance to intervene or take something seriously. For this reason children must never be given the message – either intentionally or accidentally – that their concerns are insignificant or a waste of time. Very often a child's concerns are about minor, one-off incidents that can be resolved quickly - these incidents are important teaching opportunities though, where children can learn:

- that adults take their concerns seriously and will listen to what they say
- that upsetting things happen but they can be resolved
- that there are ways to deal with upset calmly that makes it easier to move on

Adults must:

- Listen carefully to children's concerns
- Acknowledge children's feelings ('I can see you are upset', 'That sounds unkind')

Adults must not:
- Tell children not to tell tales
- **Say things like 'Just stay away from him then'**
- Unintentionally communicate to children that they are too busy or are irritated by the concern.

How staff must react to hurtful behaviour

- Wherever possible appropriate adults should try to bring children together quickly, hear both sides of a concern, and model finding an appropriate resolution to the problem.
- Wherever possible staff should specifically use the phrase 'unkind' behaviour when talking to children during or after an incident *for example by saying to a child 'Pushing in the line could hurt the person in front of you'.*
- Where it is not possible to deal with a situation immediately, staff must tell children clearly **how and when** things will be followed up ('I have to go to assembly now but I'll speak to you at break-time', 'I'm just dealing with this now but can you go over to Miss … and tell her what you just told me?') then **ensure that this follow through is carried out**.
- All staff, volunteers and adults must follow the school behaviour policy in dealing with unkind behaviour, and follow the school behaviour policy in applying any consequences.
- Staff must also ask themselves *could this incident be part of a wider pattern of bullying?* Is this a particularly vulnerable child? Any concerns must be passed on to the relevant responsible staff member, according to the escalation line:
  Class teachers SLT/SENCO/Head teacher

How staff must react to allegations of bullying from children or parents

- Staff must listen carefully to the concerns, and acknowledge feelings.
- Record the details of the concern on a school behaviour record form, and pass to the class teacher.
- Explain to the child (or adult) that it will be necessary to talk to senior staff about the problem, and then offer reassurance that it can be sorted out.
- Where possible within 24 hours inform the head teacher or SLT of the allegation.

How the school will handle reports of bullying between children (including cyber-bullying)

- Allegations will be recorded on the appropriate forms and promptly investigated by staff under the guidance of the Headteacher or SLT. (Establish what happened, how often it happened, who was involved, who saw it happening, where it happened).
- Within **24 hours discuss (or as soon as possible thereafter)** and agree next steps with head teacher or a member of the senior leadership team
- Allegations will be taken seriously and will be investigated fully, under the direction of

the head teacher or SLT.
- Where incidents of bullying are confirmed, Parents and Carers will be kept informed.
- Where bullying is not confirmed, behavioural concerns will continue to be dealt with in line with school policy and parents will be informed of the outcome of the investigation.
- The school will offer reassurance and support to the child who has been bullied, and will avoid any approach that could unhelpfully label the child as a 'victim'.
- The school will work with the perpetrator to change their attitude and behaviour, as well as imposing appropriate sanctions.
- The school will make use of the range of sanctions available to it, which may include removal from playground, or classroom, isolation within school and could include the use of exclusion.
- The school will also consider the motivation behind bullying behaviours and whether it raises any concerns about the safety and welfare of the perpetrator – and will bear this in mind when considering appropriate sanctions and support.

How the school will protect children from cyberbullying

Staff will teach children:
- to recognise cyber-bullying in its various forms [e-mail, social media, mobile 'phone videos or texts, gaming web-sites, sent viruses, sharing of personal information without permission].
- to never reply to hurtful messages or material
- to preserve evidence of cyberbullying, for example by not deleting messages
- to tell an adult that they trust, and if possible to block the sender
- about different ways to anonymously report concerns, for example through Childline
- about using technology in positive and beneficial ways.

The school will also inform children and parents about strategies to report harmful or offensive messages and material on line, and will encourage parents to keep up to date with recommended sources of helpful information (e.g. thinkuknow.co.uk)

Special Educational Needs

Harwell School staff will, in seeking to protect children from bullying, be aware of the particular potential needs of children with recognised SEN, including:

- the vulnerability of some children to being isolated or victimised because of an SEN or disability
- the difficulty some children may have in describing or explaining unkind behaviour they have been subjected to, because of their SEN or disability
- the difficulty some children may have in explaining their own behaviour, because of their SEN or disability
- the risk of children with behavioural difficulties being wrongly identified as 'bullies'

Where appropriate the school will seek specialist advice, for example from the Educational Psychology or Behaviour Support services.

Recording and Monitoring

- School staff will record behavioural concerns using the school's standard Behaviour Incident record forms and forms in the appendices in line with current behaviour policy and practice.
- Where an incident has been recognised as bullying this will be flagged, and details held in the relevant pupil records.
- The head teacher will monitor the frequency and character of any bullying incidents, and report to the governing body.

Success criteria

The effectiveness of this policy will be judged through questionnaires and other feedback, against the extent to which:

- incidents of bullying at Harwell School are low
- levels of pupil awareness and understanding of bullying are good
- pupil and parent confidence in the school's ability to react to bullying is high
- children feel safe at Harwell School

HELP ORGANISATIONS:
Advisory Centre for Education (ACE)   0808 800 5793
Children's Legal Centre   0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)   0845 1 205 204
Parentline Plus   0808 800 2222
Youth Access   020 8772 9900
Bullying Online   www.bullying.co.uk
Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Recording prejudice-related incidents and bullying
Harwell Community Primary School
Bullying Initial Concern and investigation Form (AB1)

Reviewed September 2017

This form is to be used initially to gather information following concern about possible bullying, and as part of the process of deciding whether bullying is or has taken place.

Alleged perpetrator (name and year)	Alleged victim(s) (name and year)
Name of person raising the concern	Date
Comments (notes of concerns expressed by parent/pupil/staff member)	

Investigation notes	
Is there evidence that there is deliberate targeted hurtful behaviour?	Comment
Is there evidence of repeated incidents over time?	Comment
Is there evidence of a power difference?	Comment
Is the alleged victim a vulnerable pupil?	Comment
Recorded by (your name)	

Within **24 hours discuss** and agree next steps with Headteacher or member of the Senior Leadership Team:

Will this be handled as a bullying case (tick)?	Yes – continue below	No – follow school behaviour policy
Date of discussion with victim's parent		
Date of discussion with perpetrator's parent		
Now appendix 2		

Sign: Date:

Return completed form to the Headteacher or Senior Leadership Team
Details from this form will be kept in the behaviour log (an or individual files) and held in pupil records.
Parents and carers may request copies of their child's records at any time.

Appendix 2
Recording prejudice-related incidents and bullying
Harwell Community Primary School

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Bullying Concern Form Details (post investigation)

Reason for prejudice-related incident / bullying:

Type of bullying:

(tick as appropriate)

Young carers, looked after children	☐	Assault	☐
Appearance or health condition	☐	Verbal abuse	☐
Race Religion or Culture	☐	Threatened	☐
SEN or Disabilities	☐	Theft / taking property	☐
Sexist or Sexual,		Cyberbullying	☐
incl. transgender phobia	☐	Emotional bullying	☐
Sexual Orientation (homophobia)	☐	Excluding	☐
Other (record in **Comments**, below)	☐	Written derogatory comments, incl. graffiti	☐
Alleged	☐	Other (record in **Comments**, below)	☐

The categories above put some equality groups together e.g. **Race, Religion or Culture**, so please use the **Comments** box to explain which.

Activity: (lesson where bullying took place, if relevant)

Date of Incident:

Time:

Locality

School transport	☐
Classroom	☐
Corridor	☐
Dining Hall	☐
Playground	☐
To, or from, school	☐
Toilets	☐
Outside school premises	☐
Other (record in Comments)	☐

Recorded on:

Status:

Resolved	☐
Unresolved	☐
Further intervention needed	☐

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Staff recording the incident…Name: **Role:**

Additional Staff involved: **Role:** (Target / Aggressor / Witness)

Pupils involved:
Name: **Role:** (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Have you had contact with the target's parent / carer?   ☐ Yes   ☐ No

If Yes, by phone / letter? Date of contact:

Have you had contact with the aggressor's parent / carer?   ☐ Yes   ☐ No

If Yes, by phone / letter? Date of contact:

Are any other agencies involved?   ☐ Yes   ☐ No

If Yes, which agencies?

Does the incident require a multi-agency response?   ☐ Yes   ☐ No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed

Name

Details of any subsequent actions or follow-up

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