

CHEETWOOD COMMUNITY PRIMARY SCHOOL

ANTI-BULLYING POLICY

APPENDIX 1

***Forms used to record the response and
action taken to tackle bullying incidents***

**Cheetwood Community Primary School
Anti – Bullying
Initial Concern Form**

Date concern raised:

Concern raised by:

Concern raised with:

Full names of pupils involved and year groups

Details of concern

Initial action taken and by whom

Details & date of feedback given to person who raised concern

Details of any further longer term action

Eg anti-bullying support group set up; continue to monitor only at this point

Date matter resolved or indicate if escalated to anti-bullying support group

First interview (if anti-bullying support group established)

Date:	
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Name of child experiencing difficulties	
Name of facilitating adult	

Brief non-problem talk. *A compliment about clothes or hair or chat about recent class activities.*

Easy questions. Have I got your last name right? How old are you now? What are you good at?

Introduce the main session. I've just seen your mum/your teacher – she/he is worried about you, isn't she? Do you think he/she is right to be worried?

[At this point you can do the scaling exercise if it seems helpful.]

Who do you find it difficult to deal with or who is making you feel unhappy?

Who else is around when this is happening?

Who are your friends or who would you like to be your friend?

Suggestions

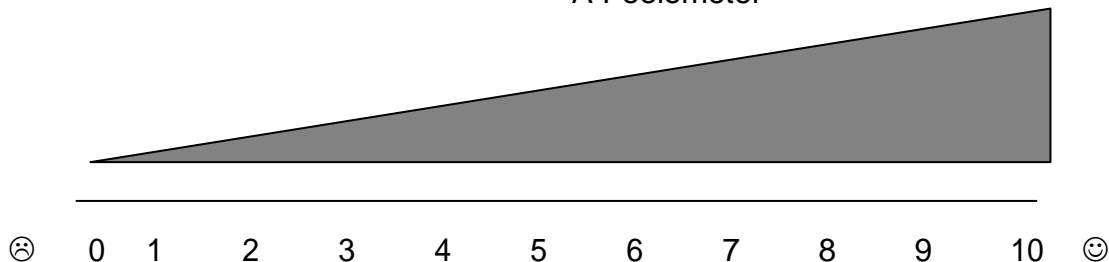
Encourage the child to make a suggestion about how they themselves can do something over the coming week that will help to improve things. It could be linked to a previous comment and compliment.

Suggestion

Review date:	
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Scaling *(not essential but can be fun and revealing)*

A Feelometer



On a scale of 0-10 - where zero is the pits, the worst it's been and 10 is 'happy in school' – where are you now, say today, or this week? *The child can make a mark on the scale.*

Respond positively if possible: Ah, about a five, that's good. So how come you managed to reach as far as that already?

Whatever the answer (Usually something like "I've been trying to keep away from that group of kids.") respond with something such as

So...good...how do you manage to do that?

Congratulate the child on strategies used so far and then ask

Let's say we talk again in about a week or so...and you say I'm a six now. What will be different?

Pick out positive concrete details about the child's response that imply things will improve over the week and there is a real possibility of being one point happier. Compliment the child for good ideas.

The Support Group First Meeting

Date:	
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List names of supporting children, one in each box, below.

Non-problem talk

Be welcoming!

Are you ok sitting there? Have you got enough room? Can I see all your faces? Thank you for coming....

Establish the aim

[Do not say that X is being bullied as it may make members of the group resentful or defensive.]

I'm hoping that you will be able to help me to help X today. They have not been very happy in school and I feel sure that you will have some good suggestions how to make things better.

Raise empathy

Have any of you ever been unhappy at school? *Brief discussion with examples from the children.* It isn't nice being unhappy at school is it, that's why I'm asking you to help me make X happier.

Suggestions

Ask for any suggestions that might help X to feel happier at school and write them in the box.

[Don't ask for promises or give out jobs. Don't ask for them to be friends with X.]

Name	Suggestion

Compliments

That's a good idea. Would it be difficult for you to do?

Pass over responsibility and arrange review

Thank you, your ideas make a really good plan. I'm sure they will help to make X feel happier. We'll see how you are getting on in about a week.

Review date:	
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Second interview

Date:	
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Name of child experiencing difficulties	
Name of facilitating adult	

Settle the child with brief non-problem talk as before. Refer to the scaling feelometer if appropriate. Then ask how things have been and congratulate the child on any specific efforts they have made to improve things. It may be appropriate to ask...

How did you manage that?.....and congratulate the child.

Arrange a further review if the child wants one. Note date below.

Review date:	
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Second meeting with support group

This is held like circle time. You can use something to pass round if it seems needed. Allow each child in the group to say what they have done this week. They can be given compliments as individuals and as a group for their help.

[There is no need to check if they carried out their suggestions or refer back to them.]

Congratulate them on a job well done and consult with them as to whether they would like to meet again. If so they could make further suggestions for the following week.

Suggestions

[Again, these are not promises or jobs.]

Name	Suggestion

Review date:	
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Audit tool for incidents

1. **Date incident picked up:** _____
How it was picked up – Parent
Child
Other, please state _____
2. **Name of child/ young person:**
3. **School or outside agency staff involved in resolution**

NAME	JOB TITLE	TIME TAKEN
		> I HOUR <input type="checkbox"/> > HALF DAY <input type="checkbox"/> < HALF DAY <input type="checkbox"/>
		> I HOUR <input type="checkbox"/> > HALF DAY <input type="checkbox"/> < HALF DAY <input type="checkbox"/>
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		> I HOUR <input type="checkbox"/> > HALF DAY <input type="checkbox"/> < HALF DAY <input type="checkbox"/>

Comments:

Who is the key member of staff? (*this person should also review approximately a Half Term after the initial incident recorded here.*) _____

4. Action taken

Please tick box if any (or several) of the following methods were used:

Solution focused support group approach

Buddy/ peer mentoring

Mediation skills in anti-bullying

Provision Mapping

Counselling

Other, please give details _____

5. Details of other related provision the child or perpetrator is receiving

Behaviour monitoring

Behaviour target in IEP

Therapy

Other, please state _____

6. Type of incident

Namecalling (including racist, homophobic)

Feeling isolated/ lonely

Physical

Other please state _____

7. Severity of incident

Rank how severe you think the incident is on the following scale where one is not severe and 10 is severe

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Why have you ranked it there?

8. Contact with parents/ carers

Date of all contact with parents/carers and brief details

Date(s) of contact

Details

9. Dates when agreed no further action required:

Pupil says they are happy in school _____

Staff feel pupil is happy in school. _____

Parents/ carers feel pupil is happy in school _____

Pupil support group feel pupil is happy in school _____

10. Analysis (of immediate resolution)

No of days between 1 & 9 (*incident reported and pupils, parents/carers and staff agree pupil is happy in school*)

Total hours of staff time

11. Review after half a term

Child / young person

On a scale of 1 to 10, where one is the pits, the worst it has been and 10 is 'happy in school' – where are you now, say today, or this week? The child can make a mark on the scale

1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Parents/ carers

Date when parents/ carers contacted to find out if they think pupil is happy in school _____

Details

Key staff member

Do you feel the issue was resolved? YES/NO

Any further action needed?