Teesside High School
Education as it should be

Prevention of Bullying Policy

DOCUMENT CONTROL

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TEESSIDE HIGH SCHOOL

Policy Name	Prevention of Bullying, (including cyber-bullying and child on child abuse)
Purpose	Our aim is to make the School a happy and safe place. To ensure that if bullying occurs, pupils and parents will be listened to and appropriate follow-up action will be taken.
Applies to	All pupils, including those in the EYFS setting.
Other associated policies and documents	THS Expectations, Conduct, Rewards, Sanctions and Exclusions Policy; Safeguarding and Child Protection Policy, KCSIE 2023, ICT Acceptable Use Mobile Phone Policy; Complaints Policy; Data Protection Policy. 'Preventing and Tackling Bullying' (July 2017); ; Sharing nudes and semi-nudes: advice for education settings working with children and young people

INTRODUCTION

Definition
Bullying is repeated acts, by an individual or a group, which intentionally hurts another pupil (physically and/or emotionally). It is often motivated by prejudice against particular groups, for example; colour, nationality, religion, ethnic culture, gender (including gender reassignment), sexual orientation, special educational needs, disability, adopted children, the role of carer as a child. It is also actions which specifically make pupils feel socially excluded, whether intentionally or not and when it is difficult for those being bullied to defend themselves.

Bullying may occur directly or through cyber-technology (including social media, mobile phones, text messages, 'chat' rooms/apps, email and photography.) The consequences of bullying, (physical and emotional), are serious and may cause psychological damage.

A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.
Deputy Head Pastoral (Senior and Sixth Form) and Director of Prep keep detailed records of all bullying incidents and use the overview to identify trends or repetition. Should a child be at risk of suffering significant harm this would be the threshold for involvement with relevant external agencies e.g. police, social care, CAMHS or other appropriate service.

As well as the specific cases mentioned in the 'definition', bullying may also include the following behaviours (not an exhaustive list, but one by which other behaviours will be judged against), these behaviours can be in person on online:
- Threatening to physically hurt someone, or their belongings.
- Damaging possessions that belong to someone else.
- Name calling.
- Demanding property or favours through frightening or intimidating behaviour or force.
- Stealing, hiding or demanding money or possessions belonging to someone else.
- Deliberately humiliating or embarrassing someone, including sniggering, pulling faces or whispering about them, sharing images or messages online.
- Spreading malicious rumours or gossip.
- Taking someone's best friend.
- Hiding someone's possessions.
- Attempting to blackmail someone.
- Put downs, name calling, insulting, sarcasm, mimicking or making fun of a person or persons'

family, culture or religion.
- Inappropriate touching or showing material that may cause offence.
- Racist, homophobic or sexually offensive remarks and/or behaviour

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse are recognised as a form of bullying and child on child abuse.

The School believes that every person is an important member of our School community and that each person within it should feel valued and cared for, and in turn should value and care for others.

We promise as a school that if you feel you are being bullied, or you know someone else is, you will be listened to and appropriate follow up action will be taken.

Staff should be aware that child on child abuse/bullying/sexual harassment can be described as 'banter' or 'part of growing up'. This is unacceptable. We have a zero tolerance to this.

TEESSIDE HIGH SCHOOL STATEMENT ON BULLYING
- We believe that it is the responsibility of everyone in the school community (pupils, staff, parents, the Senior Leadership Team and Governors) to make sure that the school is a happy and safe place for everyone.
- We aim to create a culture in which individuality is respected and tolerance of others is encouraged.
- We believe that bullying should not be tolerated in any form and that everyone has the right to enjoy school life, free from all harassment including sexual harassment in all its forms.
- We consider that bullying includes all kinds of deliberately hurtful behaviour.
- Anyone who feels they are being bullied or that they have witnessed bullying or child on child abuse should report the incident to their form tutor first or another member of staff to whom they feel comfortable talking, one of the student mentor team or a Year 12/13 student who will then tell a member of staff.
- All reports of bullying will be tactfully and thoroughly investigated and appropriate support given to both the person being bullied and the bully.
- The Head will be made aware of all incidents of bullying. Whilst respecting an individual's wish for confidentiality, we will inform the parents of any cases.
- If the Head decides to use sanctions against a pupil found to have been bullying, it will be in line with the Conduct, Rewards, Sanctions & Exclusions Policy..

The Deputy Head (Pastoral) and Deputy Head (Prep) conducts an annual pupil survey among pupils. This assists the School in identifying any new areas of concerns raised by the pupils; with respect to age, gender, location or level of supervision in the School.

PROCEDURES TO DEAL WITH BULLYING
There is no place at Teesside High School for any kind of behaviour that harms any member of our school. When bullying happens we will work as a community to help both the person who is harmed and to support improved behaviour from the bully.

Procedures for Pupils:
- If you feel you are being bullied, you must try to tell someone you feel it is safe to tell - your form tutor first or another member of staff to whom you feel comfortable talking, a member of the student mentoring team or a Year 12/13 student who will then tell a member of staff.

- Remember that you will always be listened to and something will be done about it and only the people who need to know will be told.
- In the case of cyberbullying, keep evidence (print screens or keep the messages) and show them to the person you report it to. All pupils should make themselves and their parents aware of how to take screenshots on devices that belongs to them.
- If you are aware of another pupil being bullied, you must tell someone straight away - your form tutor first or another member of staff to whom you feel comfortable talking, a member of the student mentor team or a Year 12/13 student who will then tell a member of staff.
- You can report any concerns regarding bullying or child on child abuse via the "my concern" button on chromebooks in edulink (click links, open the form). This will be sent to a safeguarding lead for advice and support.

Procedures for Staff:
- Deal with the situation immediately; delaying leads a bully to believe they have got away with it.
- All staff will aim to be good role models in their behaviour.
- All staff will aim to be approachable.
- The teacher's first reaction must be positive.
- The teacher will initiate an investigation and information gathering process or inform the relevant person i.e. form tutor. All incidents will be recorded and kept in a central file electronically by the Deputy Head Pastoral in the Senior School, and by the Deputy Head(Prep) in the Prep School. See 'Bullying Incident Report Form' (Appendix). These records will be monitored half-termly by the Deputy Head Pastoral (Senior School or Deputy Head (Prep) to check for patterns of behaviour.
- Any evidence (from Cyber bullying incidents) to be attached to the Report form where possible.
- The bully and the bullied will be interviewed separately initially.
- If more than one pupil is accused of bullying they will all be interviewed separately in the first instance.
- All staff will adopt the same approach so that pupils can learn to understand and to police themselves. [See Appendix 1]. They will also use various other strategies to resolve the situation as they feel necessary.
- All staff have a responsibility to monitor and evaluate the situation thereafter.
- If the incident cannot be resolved at Form Tutor level, it will be referred to the Pastoral Support Officer, and subsequently the Deputy Head Pastoral or Deputy Head (Prep), and the Director of Prep School if necessary. The emphasis will be to deal with the incident as quickly as possible. The staff concerned will use their professional judgement to determine at what point parents should be informed.
- Cases of serious and/or repeated offences will be referred to the Head. In these cases, sanctions could include fixed term or permanent exclusion. The safety and wellbeing of the bullied must always take precedence. Governors will be informed of serious incidents via the Head.

Procedures for Parents:
- Stay calm, listen and talk with your child.
- Turn to the teacher of your child's choice as your first port of call. That teacher will use his/her professional discretion to inform those who need to know. Bearing in mind the need for confidentiality, they will make an appointment if possible, or try to arrange a private time in which to speak confidentially about the situation.
- In the case of cyberbullying, keep evidence (screenshots or keep the messages) and show them to the person you report it to.
- Reports of bullying can be made in a meeting, or in writing/by email, or telephone call, or completion of the attached 'Parental Bullying Concern Sheet'.
- Support the school in agreed actions that the school sees as appropriate to resolve the situation.

- Encourage your child's self-esteem and confidence, and try to establish some support networks at home.

A procedure known as 'The Support Group Approach' is used in some circumstances. This procedure is set out in Appendix 1.

PROCEDURES FOR DEALING WITH CHILD ON CHILD ABUSE & SEXUAL HARASSMENT

This paragraph should be read alongside Teesside High School Child Protection & Safeguarding Policy. Staff should, in summary:

a) Challenge the behaviour if witnessed or overheard; often a child will not report an incident so we must be vigilant and react and respond to any incidents swiftly in a measured way.
b) If the incident is one of sexual harassment or violence, follow protocol in part 5 KCSIE
c) When reported, take a statement reassuring and supporting the victim. Be aware of guidance around incidents of sharing nudes and protocol for evidence.
d) Interview the perpetrator.
e) It may be necessary to refer to a DSL or SLT
f) Sanction in line with Behaviour, Discipline, Sanctions, Rewards Policy
g) Incidents to be recorded in SIMS and pupils file also in Child on Child Abuse Incidents Records File (via Google Form) held with the Director of Prep and Deputy Head Pastoral.
h) Tailored strategies will be implemented to support both victims and perpetrators and the impact of these will be reviewed. Victims will be taken seriously, supported and kept safe and not made to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
i) Incidents will be dealt with on a case-by-case basis, with the DSL(or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. Support may involve work with external agencies as guided by HSSCP such as Early Prevention Team (Cleveland Police)

Outcomes & Actions:

1) Managed internally
2) Early Help Referral
3) Referral Childrens Social Care and/or Police

Further support and guidance on this can be found in Pt 5 KCSIE including guidance on how to manage unsubstantiated, unfounded, false or malicious reports.

We will regularly review action eg for patterns of inappropriate behaviour to dynamically manage our provision.

CYBER-BULLYING
Cyber-bullying is generally criminal in character. The law applies to cyberspace, and in particular, the following:
- It is unlawful to disseminate defamatory information in any media including internet sites.
- The Public Order Act 1986; section 4a states that a person is guilty of an offence if, with intent

to cause a person harassment, alarm or distress, he/she uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

- The Malicious Communications Act 1988 states that any person who sends to another person a letter or other article which conveys a message which is indecent or grossly offensive; a threat; or information which is false and known or believed to be false by the sender; or any other article which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his/her purpose, or one of his/her purposes, in sending it is that it should cause distress or anxiety to the recipient or to any other person to whom he/she intends that it or its contents or nature should be communicated.

- The Protection from Harassment Act 1997; section 1 states that a person must not pursue a course of conduct which amounts to harassment of another, and which he/she knows or ought to know amounts to harassment of the other.

- The Communications Act 2003; section 127 states that a person is guilty of an offence if he/she sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or causes any such message or matter to be so sent. A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he/she sends by means of a public electronic communications network, a message that he/she knows to be false, causes such a message to be sent; or persistently makes use of a public electronic communications network.

Cyber-bullying by its very nature, shares the same definition of bullying as at the start of this policy. It is treated with the same seriousness as other examples of physical or emotional bullying.

Teesside High School embraces the advantages of modern technology in terms of the educational benefits it brings. However, we are mindful of the potential for bullying to occur using the same technology. We also recognise that bullying which is perpetrated outside school affects the well-being and safety of pupils in school.

Parents and pupils are aware of their responsibilities in this area by agreeing to, and signing the School's ICT Acceptable Use Mobile Phones Policy. This gives clear guidance on the use of technology in school, at home, and whilst using school equipment or internet access.

Staff are regularly reminded about their responsibilities in this area during regular Safeguarding and Child Protection training. Tutors will regularly remind pupils of their responsibilities in tutor time, PSHE lessons, and the subject is featured in whole school assemblies. The emphasis is on both protecting themselves in school, but building resilience in them so that they also recognise right and wrong outside school.

The School uses filtering (Smoothwall), firewall, anti-spyware and anti-virus software, with secure connections to safeguard pupils. We have effective monitoiring in place to ensure pupil safety when working online in school and on school devices. DSLs receive daily filtering reports to monitor any concerns raised by searches online. All staff understanding their responsibility to effectively monitor pupils online behaviour to keep them safe and understand the mechanisms in place for filetering and monitoring in school. Electronic controls alone can never be 100% effective, and the use of methods to bypass the School's security (including the use of VPNs) are dealt with in line with the School's Conduct, Rewards,Sanctions & Exclusions Policy.

Spot checks on pupils' devices are made half termly at least and a record is kept of breaches of the

security by staff and pupils. Parents receive written reminders when this subject is covered in school, and when their child is found to have breached the ICT Acceptable Use Mobile Phones Policy. Pupils do not have access to their mobile phones during the school day, they are handed in and stored securely each morning. Devices are intended to be used purely for educational purpose during the school day, including trips and sporting fixtures.

The management of any personal data collected or used by the school is covered in the School's Data Protection Policy.

PREVENTION OF BULLYING: A WHOLE SCHOOL APPROACH
We aim to keep an awareness of the issues surrounding bullying at the forefront of the School's operations and relationships, and to develop a positive approach to handling its effects by:
- Revisiting the Prevention of Bullying Policy each year in PSHE lessons and considering issues relevant to bullying, using a variety of approaches designed to prevent familiarity and instead to promote 'ownership' and understanding [e.g. form assemblies, circle time, visiting speakers, drama and role plays, literature].
- Improving self-esteem, confidence, resilience, respect, healthy relationships and social skills generally through a variety of approaches [e.g. in PSHE lessons, pastoral days, form time, assemblies, visits and one-off activities for team building].
- Using School assemblies, PSHE and School Council to raise issues and encourage reflection. These activities are dynamically planned to reflect our student cohorts and changing trends or concerns. This actively promotes a culture of reporting concerns at any level.
- Publicising the Policy and procedures wherever possible [e.g. through the 'Welcome packs' for new parents and new pupils and including it on the learning platform (Edulink)].
- Providing training for all staff and the Pastoral Support Officer to enable them to handle issues more effectively; so they know the policy and procedures and apply them consistently. Where appropriate school will invest in specialised skills to understand and support the needs of our pupils including those with SEND, LGBTQ+ or disabilities.
- Encouraging every member of staff to use opportunities to promote the anti-bullying and anti sexual harassment zero tolerance ethos, whenever they may arise in and out of lessons.
- Building up a staff resource of successful activities and strategies for seeking out and managing issues.
- Sharing information about the safer use of ICT. Social networking sites and mobile phones on a regular basis with pupils and parents to reduce incidents of cyber-bullying. Having effective filtering and monitoring in place. Enhanced by external speakers on pastoral days.
- Having a culture where staff and students are observant and actively seek to prevent Bullying through effective supervision of pupils in public and teaching areas, including the use of CCTV where appropriate.
- Having a developed culture of pupils and parents being willing to confide/share concerns in trusting professional relationships .
- Tracking via SIMS and sexual harassment records of recorded incidents to proactively manage spaces, times and pupil groups.
- Using results of annual Well Being Surveys to identify key issues, areas of concern and adapting supervision or modifying provision for students.

Some other strategies:
- Create a safe space
- A suggestion box
- Hold class meetings
- Assign an older 'friend' or buddy
- Change the seating in class or tutor time

- As a tutor group: Kindness campaigns, Art project, Drama project
- Student mentors/ambassadors
- Weekly assemblies
- Circle time
- My concerns reporting mechanism in Edulink

APPENDIX 1

The Support Group Approach
When bullying has been observed or reported then the 'Support Group Approach' offers a simple seven-step procedure which can be used by a teacher or other facilitator. Note that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step one - talk with the victim
When the facilitator finds out that bullying has happened, he/she starts by talking to the victim. During this conversation the listener encourages the victim to describe how they feel with reflective comments such as, "That must be very hard for you ...So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the victim wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me" might be replied to with a response like, "So you felt really lonely and you were upset that you had nobody to talk to".

It is important that the victim understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained the victim usually feels safe and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

Checking that nothing confidential has been discussed which should not be disclosed to the group.
Asking the victim to suggest the names of those involved, some colluders or observers and some friends who will make up the group.
Inviting the victim to produce a piece of writing or a picture which will illustrate their unhappiness.
Offering the victim an opportunity to talk again at any time during the procedure if things are not going well.

The victim is not invited to join the group to present their own account as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step two - convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the victim. A group of six to eight works well.

This is an opportunity for the facilitator to use his/her judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

Step three - explain the problem

The facilitator starts by telling the group that he/she has a problem – she is worried about 'Jenny' who is having a very hard time at the moment. He/she recounts the story of the victim's unhappiness and uses the piece of writing or a drawing to emphasise her distress. At no time does he/she discuss the

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details of the incidents or allocate blame to the group.

Step four - share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- no-one is in trouble or going to be punished
- there is a joint responsibility to help 'Jenny' to be happy and safe
- the group has been convened to help solve the problem.

Step five - ask the group members for their ideas

Group members are usually genuinely moved by the account of 'Jenny's' distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the 'bully leader' to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which the victim could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with her." "I will ask her to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. He/she makes positive responses but he/she does not go on to extract a promise of improved behaviour.

Step six - leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. He/she thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later, the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to their intention, as long as the bullying has stopped. The victim does not have to become the most popular person in school, just to be safe and happy.

APPENDIX 2

Useful additional resources

Phone Lines:
- Childline - 0800 1111

- Young Minds - 0808 802 5544

- Samaritans - 116 123

- Parentline Plus - 0808 800 2222

Websites:
- www.bullying.co.uk

- https://www.ceop.police.uk/safety-centre/

- www.DfE.gov.uk

- www.childline.org.uk

- www.kidscape.org.uk

- www.cyberbullyhelp.com

- www.thinkuknow.co.uk

Organisations:
The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

Cyber-bullying
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.
Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.
UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.
CEOP: The Child Exploitation and Online Protection Command, or CEOP Command, is a command of the UK's National Crime Agency (NCA),[1] and is tasked to work both nationally and internationally to bring online child sex offenders, including those involved in the production, distribution and viewing of child abuse material, to the UK courts.[2] The centre was formed in April 2006 as the Child Exploitation and Online Protection Centre, and was absorbed into the NCA on 7 October 2013 by the Crime and Courts Act 2013.
Schools Out (www.schools-out.org.uk): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
Cyberbullying and children and young people with SEN and disabilities: Advice provided by the **Anti-Bullying Alliance** on developing effective anti-bullying practice. Anti-bullying Alliance SEND programme of resources:

Racism
Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity

Literature:
  ● Safe to Learn: Embedding anti-bullying work in schools. Dept for children, schools and families; 2007
  ● DfE: Preventing and Tackling Bullying, July 2017DfE : Advice for parents and carers on cyber bullying
  ● DfE: Supporting Children and young people who are bullied: advice for schools
  ● DfE: Cyber bullying: advice for headteachers and school staff.
  ● 'How to Stop Bullying' - Kidscape, 2 Grosvenor Gardens, London, SW1W ODH, Tel: 020 7730

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- 'Safe to Tell' - Maines & Robinson, Lucky Duck Publishing Ltd., 3 Thorndale Mews, Clifton, Bristol, BS8 2HX, Tel: 0117 973 2881
- 'Bullying in Schools - a positive approach' [Pub. 1991]: Cleveland County Council, Education Department, Woodland Road, Middlesbrough, Tel: 01642 264128
- 'The Support Group Approach' - Maines & Robinson, Lucky Duck Publishing Ltd., 3 Thorndale Mews, Clifton, Bristol, BS8 2HX. [Pub. 1992] Tel: 0117 973 2881
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- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

We believe Bullying is behaviour which is:

S	SEVERAL
T	TIMES
O	ON
P	PURPOSE

If you believe you are being bullied, you must:

Tell a trusted person – a teacher, parent, older student

They will

Listen to you, Investigate, Help

*All incidents of Child on Child Abuse including Bullying should be reported using the Google Form Link, In addition, for bullying/cyber bullying incidents, the form below should be completed and shared with Director of Prep/ Pastoral Support/Deputy Head Pastoral - as appropriate

TEESSIDE HIGH SCHOOL
Bullying Incident Report Form - Confidential

Name of bullied pupil.. Form.................... Date.........................

Brief detail of the incident(s)

Action taken [include names of those involved]

Was information passed on? [Names & dates]

      Staff

      Parents/Guardian

      Others

Immediate outcome

Comments from:

      Bullied pupil:

      Parents/Guardian:

Signed ....[Staff] Date ....

 ....…................................ [Pupil]

FOLLOW UP WORK [WHERE REQUIRED]

Additional support for bullied pupil:

Additional support for bully/bullies:

Evaluation of the success of the intervention:

Signed …………………………………………… [Staff]   Date ………………………

………………………………………… [Pupil)