

Anti-Bullying Policy



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On behalf of:	Local Governing Body

Introduction

Our ethos

At Green Ridge we are all committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. As an academy, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The academy will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our academy fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this

Green Ridge is a **TELLING academy**. This means that anyone who knows that bullying is happening is expected to tell the staff.

Parents, pupils, staff and Governors will have input into the adaptation of this policy as the academy grows in order to meet the needs of the Green Ridge academy community.

What Is Bullying?

Bullying is targeted behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. In other words, bullying at Green Ridge is considered to be, *"unacceptable, deliberate and targeted behaviour which occurs lots of times."*

Bullying can be short term or continuous over long periods of time. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim.

Bullying can be:

Emotional	being repeatedly unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	repeatedly pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	repeated name-calling, sarcasm, spreading rumours, teasing, taunting, mocking and making offensive comments.
Indirect	Spreading malicious rumours or nasty stories, graffiti, humiliation in front of peer.
Cyber	All areas of internet, such as email and internet chat room misuse Mobile bullying by text messaging and calls Misuse of associated technology, i.e. camera and video facilities Verbal and indirect bullying via electronic technologies. Hate websites.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in-group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Context

During their academy life, children may at some point be bullied, bully others or will witness bullying. We at Green Ridge are committed to ensuring that every child is educated in a safe, happy and caring environment. We believe that everyone has the right to be treated with respect. Bullying is likely to adversely affect a child's sense of well-being as well as the learning environment. Consequently, a child's educational progress and achievement can suffer, in some cases significantly, if bullying is not addressed. We take bullying very seriously. Our academy Aims, our Values Statement, the Behaviour Policy, the Code of Conduct and the Home Academy Agreement all support the need for good behaviour, brought about through working in partnership with parents.

Aims

In establishing an Anti-Bullying policy we aim:

- To reduce and, where possible, eradicate incidents of bullying in our academy.
- To further strengthen home/academy links through a shared approach to responding to and preventing bullying.
- To ensure that all pupils, staff, parents and governors have a clear understanding of what bullying is and are aware of procedures to follow, in order to fulfil their responsibilities.
- To provide children with strategies and to teach them skills that may be helpful when responding to and challenging bullying behaviour.

Staff (including teachers, support staff, administration staff and volunteers) must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs, which means that they may be unable to realise what others may be doing to them. Staff must also be aware of those children who may be vulnerable pupils; those coming from vulnerable families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying is damaging. No-one deserves to be the victim of bullying. Everyone has the right to be treated with respect. Pupils who bully need to be educated in the consequences of their actions

and learn a different way of behaving. Green Ridge will do its utmost to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All Governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and support staff should know what the academy policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises. This is given to new parents and available on our academy website www.greenridgeacademy.co.uk
- At Green Ridge, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- 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 cyber-message is received

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

Please also refer to Green Ridge Behaviour Policy for additional guidance.

Prevention

At Green Ridge, we aim to teach children about prevention of bullying through the varied curriculum which is provided. As and when appropriate, these may include:

- class assemblies
- PSHE & C lessons
- SMSC curriculum
- Assembly themes/values
- Safer Internet day
- anti-bullying week which is marked each year during which we have special assemblies and PSHE & C sessions to further understand bullying
- our values programme which includes dealing with bullying and respect for others and promoting developing emotional literacy throughout the academy
- signing a behaviour contract, as part of the home-academy agreement
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters
- use of message in a box/worry box
- assertiveness training
- use of buddies
- regular staff training
- staff to maintain strict control over children's access to and use of the internet, especially in the academy's wireless environment where going online is relatively straightforward.
- children are not left unsupervised when using electronic devices at school.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- having input into the academy behaviour charter and devising class charters to promote positive behaviours
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep or Behaviour ambassador
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next

The ethos and working philosophy of Green Ridge means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, this will

inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our vision and our learning Behaviours/muscles expectations.

Staff adhere to the equality policy; supporting every child in our academy. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Improving Playtimes

The children will be given opportunities to share their views about improving playtimes. As an academy, we work hard to ensure that as far as possible playtimes are happy and incident free and we do this in a variety of ways.

Lunchtime supervisors are encouraged to teach the children how to use equipment. They might also teach them new games. Markings on the playground are maintained to encourage games. A 'Quiet Area' will provide for alternative activities. Football is permitted on a rotation basis making playtimes fairer and safer for everyone. The grounds and the playground furniture will be continually developed in order to enhance the playtime environment.

Rules appropriate to different situations are prominently displayed around the academy, indoors and outdoors, to remind the children what is and is not acceptable behaviour.

Over time, the oldest children in the academy (commonly Year Six) will have training at the beginning of each year to help them support positive relationships in the playground. Monitors from the eldest classes will undertake specific duties around the academy as follows in the infant playground area:

- To look out for children who are having difficulty or who are unhappy at playtime and to help them.
- To collect and tidy playtime equipment.
- To inform lunchtime supervisors about incidents which they have not seen.
- To pass on helpful information and advice to subsequent monitors.

We also have a peer mentor scheme within our school where peer mentors receive external training on how to support others around the school who may be upset or distressed. Peer mentors provide pupils with an additional trusted person who they can speak to regarding any issues they might be having.

Procedures for dealing with incidents of bullying

Implementation

1. In the first instance, report bullying incidents to the class teacher
2. If bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached
3. A clear account of the incident will be recorded in the bullying incident form and brought to the attention of a Senior Leader, which may be the Headteacher (appendix 1)
4. The class teacher will interview all concerned and will record the incident.
Questions will be asked to the history of these incidents and the level of severity.
Questions may include:
 - What happened to you?
 - How often has it happened?
 - Where did it happen?
 - What have you done about it already?
 - Have you told anyone else?
5. Parents/carers will be informed and will be asked to come in to a meeting to discuss the problem.
6. Parents will be kept informed and a future appointment made to discuss actions and find out if it has stopped.
7. Punitive measures will be used as appropriate and in consultation with all parties concerned and in line with the Behaviour Policy.
8. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly. Appendix 2 will be completed with the victim.
9. Every effort will be made to help the bully (or bullies) change their behaviour and Appendix 3 will be completed.
10. If necessary and appropriate, police will be consulted.
11. When the school is satisfied that the bullying has ceased, a final meeting will be held with the parents concerned to explain that the matter has been dealt with. Should future concerns arise, parents will be encouraged to share these in the same way.
12. Reports against staff of bullying will need to be dealt with differently through our staff disciplinary policy.

Pupils who have been bullied will be supported by:

- being given the opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- helping to restore self-esteem and confidence
- moving where the child sits if necessary
- discussing next steps
- use of a home-academy link book if necessary

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- if necessary, informing parents or guardians to help change the attitude of the pupil
- use of a home academy link book
- deciding and planning the way in which the child is to be helped to change
- Supporting the pupil through 'Behaviour Watch' (see behaviour policy for details)

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, counsellor, PRU Outreach Support. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered. During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying incident form (appendix 1) and monitored to ensure repeated bullying does not take place. The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Any member of staff who becomes aware of bullying has a duty to inform the class teacher or member of the leadership team who will then record the incident and date it. This is to ensure they are true bullying incidents and not one-off behaviour issues. Children are encouraged to speak out if they are being bullied or if they witness bullying. Victims of bullying often need reassurance that intervention by staff will not worsen the problem. Opportunities for teaching children about the effects of bullying and strategies for dealing with bullies are predominately built into assemblies and PSHE & C sessions, which include Circle Times. These sessions can also help to build confidence and self-esteem. Staff have worry boxes in classrooms so that children can communicate with them without fear of repercussion.

Lunchtime staff are made aware that bullying often takes place during lunchtime when there is less supervision than in lesson time. Incidents causing concern are verbalised or written down and passed on to the class teacher immediately after the mid-day break, or during the break to a member of the Senior Leadership Team. Class teachers are informed so that further action may be taken in line with the agreed playtime behaviour procedures. Children are regularly praised and rewarded for positive behaviour and their efforts are publicly celebrated.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

Wherever possible, the pupils will be reconciled. The child/children displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place, as detailed below:

- periods of break/lunch-time spent reflecting on their behaviour (as per the behaviour policy)
- missing extra-curricular activities
- missing educational academy visits
- removal from specific lessons
- having break time in a different playground for a specific length of time
- internal exclusion
- accompanied around academy by a member of staff during transition times
- if it is a group of bullies the children concerned may be separated at break times

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Any future incidents will be recorded and followed up as appropriate.

Peer on peer abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE). It is important to consider the forms abuse may take and the subsequent actions required.

At Green Ridge Primary Academy we aim to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being. We will log any incidents of peer on peer abuse which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We do not accept or allow any sexualised behaviour or language between pupils in our academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face to face or online. We will respond to any reports of such behaviour on a case by case basis, taking into account the age, gender, and understanding of the pupils involved. Any sanctions will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our safeguarding and child protection policy, peer on peer abuse policy and Government guidance on peer on peer abuse.

For further information on how we deal with peer on peer abuse, please see our Peer on Peer Abuse policy.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of racist bullying, this must be reported to the Headteacher. General incidences of bullying should be recorded through the normal school behaviour incident form, and this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded using Appendix 1.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body (Safeguarding Governor).

Key roles and responsibilities

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from the academy. This policy statement makes it very clear that the governing body does not allow

bullying to take place in our academy, and that any incidents of bullying that do occur are taken seriously and dealt with appropriately.

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

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a child is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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

The Headteacher appoints an Anti-Bullying Lead.

The role of the teacher and other academy staff

All staff in our academy take all forms of bullying seriously and intervene to prevent incidents from taking place and effectively deal with incidents when they do take place. Staff record all incidents that occur using the correct academy form.

If any member of staff witnesses an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Anti-Bullying Lead, the teacher informs the child's parents.

If staff become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and a consequence for the child who has carried out the bullying. If a child is repeatedly involved in bullying other children, we consult with the Anti-Bullying Lead and/or Inclusion Leader. We then invite the child's parents into the academy to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Inclusion Leader may contact external support agencies such as Social Services, and a Pastoral Support Plan may be decided to be initiated to try and prevent a possible permanent exclusion in the future.

Teachers attend training as directed by the Headteacher, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents/carers

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with, they should make an appointment to see the Headteacher. Should the concern remain, a parent should contact the chair of governors in writing.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to behave in accordance with the academy behaviour policy.

Do **Not**:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

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.

Monitoring, evaluation and review

This policy is reviewed by the Headteacher, who reports to the Local Governing Body about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Monitoring and evaluation of anti-bullying includes:

- analysis of bullying and racist incident data
- evaluation of consistency of response of staff (e.g. prompt response to pupil concerns, following academy procedures for reporting/recording, appropriate support provided to vulnerable pupils over time)
- parent feedback (including that of parents of those involved in bullying cases)
- pupil feedback
- follow up data on the impact on and progress of those involved in bullying
- Headteacher's report to governors prepared termly includes bullying statistics

The academy will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

Useful websites

- www.antibullying.net – Established by the Scottish Executive for parents, teachers and young people
- www.bbclic.com - Website for children and young people includes case studies, games, gallery and advice
- www.beatbullying.org - Information and support
- www.bullyfreezone.co.uk - Raises awareness of alternative ways of resolving conflict and of reducing incidences of bullying
- www.bullying.co.uk
- www.kidscape.org.uk
- www.teenagehealthfreak.org - Information on wide range of issues for teens including bullying.

Appendix 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Next steps/actions:

Factors to help determine if incident constitutes bullying

☐ Incident was bullying (all 3 amber warnings confirmed)

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- ☐ Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

☐ Incident was not bullying on this occasion because it was

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding
- ☐ conflict that got out of hand (should not happen again)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- ☐ Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Appendix 2

Support provided for bullied child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at academy:

Pupil feeling safe on journeys to and from academy:

Pupil feeling safe online:

*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then academies should consider whether the child will benefit from being assessed for SEN.

Appendix 3

Action and support provided for child who has bullied

Academies should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at academy:

Pupil feeling safe online

