ELMS FARM PRIMARY ANTI BULLYING POLICY

THIS DOCUMENT IS a statement of the aims, principles and procedures to prevent and/or respond to any incidents of bullying at Elms Farm Primary School.
IT WAS DEVELOPED in 2021 through a process of consultation with governors.
IT WAS APPROVED by the governing body in 2021, reviewed in 2024
REVIEW: every two years.

Our School Values

Ambition: We are ambitious for every child to achieve their best and be ambitious about their learning and their future.

Community: We value everyone in our community and learn how to look after each other and our environment. We respect each other and work together.

Equality: We value each other, our beliefs and differences are celebrated. Everyone is treated equally and fairly.

We are a Rights Respecting School
This policy links to the UN Convention for the right of the child:

2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	12 RESPECT FOR CHILDREN'S VIEWS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	19 PROTECTION FROM VIOLENCE

STATEMENT OF INTENT

Elms Farm Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.
The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Positive Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

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1.0 LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2024'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Remote Education Policy

2.0 DEFINITIONS

2.0 We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

2.1 At Elms Farm Primary School, our definition of bullying is:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. "

The intent of harm may be through verbally, physically, or emotionally harming another person or group.

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repetitive → hurtful → intentional → power imblance

2.2 Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of
bullying.

2.3 In our school community:
- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

3.0 TYPES OF BULLYING

3.1 Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

3.2 Bullying is acted out through the following mediums:
- Verbal
- Physical
- Emotional
- Online (Online bullying)

4.0 ROLES AND RESPONSIBILITIES

4.1 The governing board is responsible for:
- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of bullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

4.2 The headteacher is responsible for:
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a **Bullying Report Form** of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

4.3 Teachers are responsible for:
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

4.4 Parents are responsible for:
- Informing their child's head of year or form tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.5 Pupils are responsible for:
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.

5.0 STATUTORY REQUIREMENTS

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5.1 The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

6.0 PREVENTION

6.1 The school will clearly communicate a whole-school commitment to addressing bullying through our values of 'Community' and 'Equality' which are regularly promoted across the whole school.

- We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. In our school we do this by:
- Involving the school community in developing our policy including a child Anti-Bullying Charter
- version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g.
- PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation/ pastoral support and playground buddies.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent
- future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular online safety lessons.

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- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support
- Understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant) or art therapy.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Identify the most effective way of preventing re-occurrence and any consequences.
- Monitor any allegations of bullying to ensure that bullying has stopped and any necessary action is taken

6.2 All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

6.3 All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

6.4 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

6.5 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

6.6 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

6.7 Our Anti-Bullying Charter:

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E.F.P.S. Anti-Bullying Charter

written by E.F.P.S. Ambassadors

At Elms Farm Primary School, we are working together to create a community where bullying is **not** tolerated.

What is bullying?

- Deliberately hurtful or upsetting behaviour.
- Usually **repeated**, often over a period of time.
- Behaviour that makes it difficult for those being bullied to defend themselves.

It can be...

PHYSICAL - hitting, kicking, pushing, taking belongings.
VERBAL - name calling, sarcasm, insulting remarks, racist remarks, teasing, spreading rumours.
EMOTIONAL - excluding, tormenting, ridiculing, humiliating.
ONLINE - Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

STOP BULLYING

We understand bullying is when someone or a group of people make us feel frightened and hurt us in different ways for example saying unkind words, unkind actions, writing unkind comments and it happens over a period of time.

Ruby says...Article 19 You have the right to be safe

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Everyone in ourcommunity has the right to:

- Feel safe at school
- Be treated in a kind way by others
- Expect others to behave in the right way
- Know what bullying is
- Know who to tell about bullying
- Feel ok about telling a grown-up about bullying
- Be happy with how grown-ups deal with bullying
- Be safe when working on the computer

Everyone in our community has the responsibility to:

- Be friendly and kind to others
- Tell a grown up if someone is being bullied
- Only say kind words to others
- Know that unkind words can hurt people's feelings
- Respect others and their differences
- Respect other people's things
- Stay safe on-line

E.F.P.S. Anti-Bullying Charter

IS MY FUN Fun for EVERYONE?

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7.0 SIGNS OF BULLYING

7.1 Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:
- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- Parents/carers and pupils may also report or talk about the behaviour of others or incidents of bullying

7.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

7.3 Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:
- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

7.4 If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

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8.0 STAFF PRINCIPLES

8.1 The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

8.2 Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident.

8.3 Unpleasantness from one pupil towards another will always be challenged and will never be ignored in line with the Positive Behaviour Policy.

8.4 Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

8.4 Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9.0 CHILD-ON-CHILD ABUSE

9.1 The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

9.2 To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.
All staff will:
* Be aware that pupils of any age and gender are capable of abusing their peers.
* Be aware that abuse can occur inside and outside of school settings.
* Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
* Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
* Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
* Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
* Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

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9.3 Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

9.4 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

9.5 The school's Child-on-child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10.0 ONLINE BULLYING

10.1 Online bullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

10.2 At Elms Farm, pupils are encouraged to report any concerns faced when being online. This is done through our Online Safety Curriculum which teaches children how to stay safe online and how to behave respectfully. Our online mantra is taught to all children to promote positive online safety behaviours and reporting.

10.2 Online bullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails possibly sent using a pseudonym or someone else's name

- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and Online bullying may take other forms.

10.2 Elms Farm School has a zero-tolerance approach to Online bullying. The school views Online bullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents.

10.3 All members of staff will receive training on an **annual** basis on the signs of Online bullying, in order to identify pupils who may be experiencing issues and intervene effectively.

10.3 Many of the signs of Online bullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being Online bullied:
- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

10.4 Staff will also be alert to the following signs which may indicate that a pupil is online bullying others:
- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

10.5 All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

10.6 Staff will be aware that online bullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:
- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of Online bullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

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- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

10.7 Staff and pupils will be instructed not to respond or retaliate to online bullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.

10.8 Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

10.9 The school will support pupils who have been victims of online bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

10.10 In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed.

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11.0 PROCEDURES

11.1 Minor incidents or allegations will be reported to the class teacher or pastoral team, who will investigate the incident and refer to the pastoral or management team. Direct reports of bullying allegations will be referred to Senior Management.

11.2 When investigating a bullying incident or allegation, the following procedures will be adopted:
- The victim, alleged perpetrator and witnesses are all interviewed separately
- A witness is used for serious incidents
- this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

12.0 ACTIONS/ SANCTIONS

12.1 It is recognised that during childhood, children experience conflict or require support in their relationships or interactions.

12.2 If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, in line with the Positive Behaviour Policy.

12.3 If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

12.4 Parents are informed of bullying incidents and what action is being taken.

12.5 All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

12.6 The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

12.7 'Allegations of Bullying' form will be completed with monitoring through CPOMS and arranged discussions with pupils.

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13.0 SUPPORT

13.1 In the event of bullying, victims will be offered the following support:
- Emotional support and reassurance from the pastoral team/art therapist
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of Online bullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

13.2 The headteacher will **carefully** consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

13.3 Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

13.4 The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14.0 FOLLOW-UP SUPPORT

14.1 The progress of both the perpetrator and the victim will be monitored by . One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate.

14.2 Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting, on a **monthly** basis, to check whether the bullying has stopped – these formal meetings will continue to take place **once a month** until the head of year and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

14.3 Pupils who have bullied others will be supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

15.0 RECORD KEEPING

15.1 The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

15.2 The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:
- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

17.0 MONITORING AND REVIEW

This policy is reviewed every **two years** by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders.

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Bullying Allegation Record Form
Date created:
Name of student perpetrator (s) & year group
Name (s) & year group of victim:
Name of person reporting concern:
Tick appropriate concern: ☐ **Repeated incidents observed-state number of observed _____** ☐ **Student allegation of bullying** ☐ **Parent / Carer allegation of bullying**
Outline of concern: *either brief outline of the **repeated** incidents between students recorded on Behaviour Watch/ detail of student or parent/carer allegation.*

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Tick which apply:

- ☐ Verbal incidents
- ☐ Physical incidents
- ☐ Online/ mobile phone incidents

Parents/ carers aware? Y/N

If you feel that a student is in immediate risk, you must consult a DSL immediately

Name of member of Pastoral Manager dealing with incident:

Date received:

Outcome of investigation with alleged perpetrator (s):

Outcome of investigation with alleged victim:

Parent/ carer view:

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Dates of incidents:

Outcome
Date of outcome meeting: **Names of those present:**   **Outcome:**   ☐ **Closed-to be monitored** ☐ **Action to be taken in line with Policy. State actions and staff responsible:**