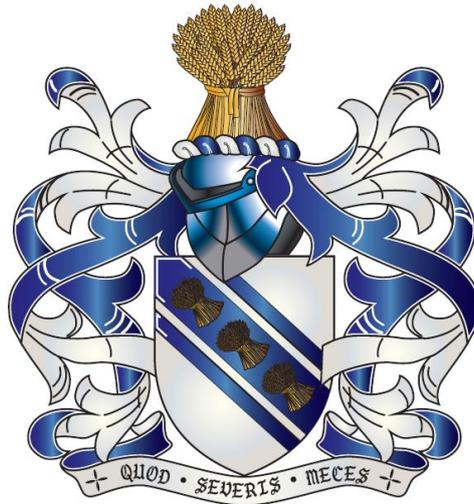


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Anti-Bullying Policy (2022-2023)



This certifies that:

**The Bliss Charity School**

is an All Together Gold School and has demonstrated its commitment to stopping bullying and improving the wellbeing of its pupils.

Signed: 

Date: **14<sup>th</sup> April 2020**



in partnership with



contact For families with disabled children

Funded by  
  
Department for Education

## **1. Aims and objectives of this Anti-Bullying Policy**

The Bliss Charity School is a happy, caring, stimulating, positive and safe environment in which to learn and to work; it is a place where bullying behaviour is not tolerated. This Anti-Bullying Policy aims to prevent and tackle bullying in all its forms.

*The objectives of this policy are ...*

- To ensure all staff, pupils and parents have an understanding of what bullying is.
- To create a culture in which all types of bullying are unacceptable so that people can learn/work without fear of being bullied.
- To promote a secure and happy environment free from threats, harassment and any type of bullying behaviour.
- To enable everyone to feel safe whilst at The Bliss Charity School.
- To develop a shared understanding of what constitutes bullying behaviour and how it will be addressed.
- To encourage and empower pupils/adults to report incidents of bullying behaviour.
- To deal with each incident of bullying behaviour as quickly and as effectively as possible.
- To support and protect victims of bullying behaviour and ensure they are listened to.
- To help and support those displaying bullying behaviours to change their attitudes/conduct.
- To ensure all members of the school community work together and take responsibility for preventing and tackling bullying behaviour.

## **2. Definition – How is bullying defined at The Bliss Charity School?**

*What is bullying?*

Bullying is behaviour by an individual or group – repeated over time – that intentionally hurts another individual or group, either physically or emotionally. “The Preventing and Tackling Bullying DfE Guidance (2017)”.

Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can sometimes be dismissed as horseplay or banter, but this lower-level disruption can have a significant impact on its target and – if left unchallenged – these bullying behaviours can be normalised and may escalate in severity.

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying in school is not confined to children. Adults can also display bullying behaviour towards each other and children.

Types of bullying and how they might manifest themselves<sup>1</sup>

Physical Bullying	Verbal Bullying
<p>Hurting a person’s body or possessions, including:</p> <ul style="list-style-type: none"> <li>• <i>Hitting/kicking/pinching.</i></li> <li>• <i>Spitting.</i></li> <li>• <i>Tripping/pushing.</i></li> <li>• <i>Taking or breaking someone’s things.</i></li> <li>• <i>Making mean or rude hand gestures.</i></li> </ul>	<p>Saying or writing mean things, including:</p> <ul style="list-style-type: none"> <li>• <i>Teasing.</i></li> <li>• <i>Name-calling.</i></li> <li>• <i>Inappropriate sexual comments.</i></li> <li>• <i>Taunting.</i></li> <li>• <i>Threatening to cause harm.</i></li> </ul>
Social/Emotional Bullying	Cyber Bullying
<p>Involves hurting someone’s reputation or relationships, including:</p> <ul style="list-style-type: none"> <li>• <i>Leaving someone out on purpose.</i></li> <li>• <i>Telling other children not to be friends with someone.</i></li> <li>• <i>Spreading rumours about someone.</i></li> <li>• <i>Embarrassing someone in public.</i></li> </ul>	<p>Takes place using technology, including:</p> <ul style="list-style-type: none"> <li>• <i>Sending mean text messages or emails.</i></li> <li>• <i>Spreading rumours via email or social networking sites.</i></li> <li>• <i>Sharing embarrassing pictures, videos or fake profiles.</i></li> </ul>

STOP: A shared understanding of bullying at The Bliss Charity School

At The Bliss Charity School, bullying is defined as ‘*repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*’<sup>2</sup> This definition – which was agreed by the School Council and staff, and shared with parents/carers – is enshrined in the school’s **STOP** message.

<sup>1</sup> This is not an exhaustive list of bullying actions.

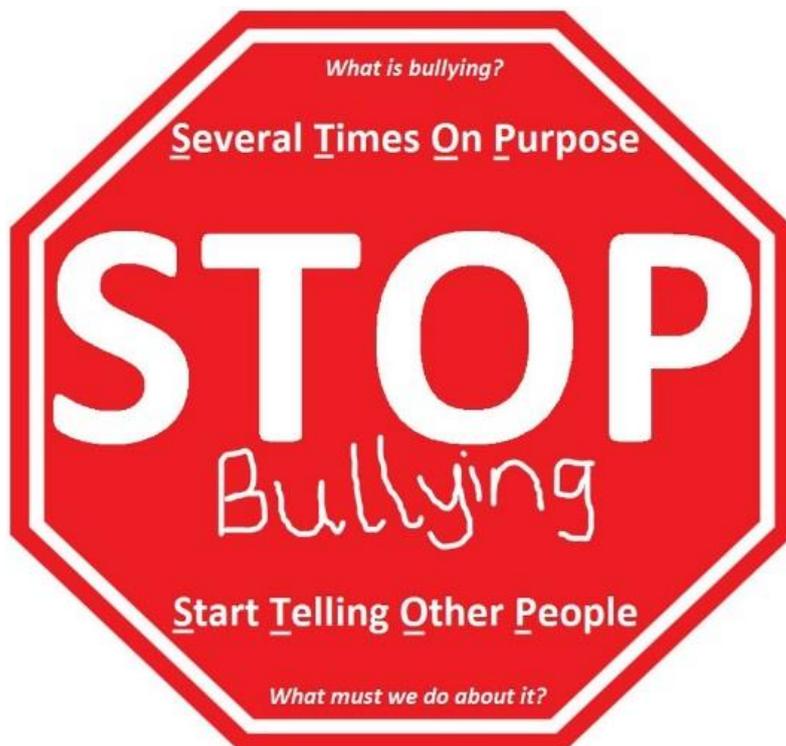
<sup>2</sup> This definition comes from the *Anti-Bullying Alliance* ‘All Together Programme’ 2019.

The **STOP** approach is effective because it is memorable. The **STOP** acronym helps children and adults see the difference between bullying and isolated incidents of spitefulness by explaining that bullying is ...

**S**everal  
**T**imes  
**O**n  
**P**urpose

The **STOP** message also tells people what to do about bullying too:

**S**tart  
**T**elling  
**O**ther  
**P**eople.



### **3. Prevention – How is bullying prevented at The Bliss Charity School?**

The Bliss Charity School’s response to bullying behaviour does not start at the point at which a child has been bullied. Incidents of bullying behaviour are rare at Bliss because they are prevented from occurring. Preventative strategies include the establishment of a value-driven school ethos built on mutual respect; the implementation of an effective, commonly understood Behaviour Policy that rewards desired attitudes, skills and conduct; and the creation of a broad, balanced, inclusive curriculum that celebrates difference and proactively teaches against intolerance.

### **4. Statutory Requirements**

Article 10 of the UN Convention on the Rights of the Child states that all children have the right to be protected from all forms of physical or mental violence.

The school has a duty of care to protect its pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Section 3(5) and 87(1) of the Children Act 1989 confer powers and duties on those who have the care of children to safeguard and promote their welfare.

Head teachers must by law have a policy to prevent all forms of bullying among pupils.

Section 175 of the Education Act 2002 requires Local Authorities and governing bodies of maintained schools to make arrangements to ensure that their functions are carried out with the view to safeguarding and promoting the welfare of children.

Schools are under a legal duty to safeguard and promote the welfare of children.

## Prejudice Related Bullying

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age,
- being or becoming a transsexual person,
- being married or in a civil partnership,
- being pregnant or having a child -disability,
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers -religion, belief or lack of religion/belief,
- sex / gender,
- sexual orientation,

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health,
- bullying of young carers or looked after children or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

## Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

The use of homophobic, biphobic and transphobic language particularly, will be challenged even if these terms are not referring to a person's sexual orientation or gender identity. We will not tolerate the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## Strategies to prevent the occurrence of bullying

At The Bliss Charity School, bullying behaviour is prevented by ...

- Ensuring all pupils, staff and parents/carers are aware of the Behaviour Policy and this Anti-Bullying Policy.
- Promoting the school's 'Metacognition Programme' to develop effective learning behaviours.
- Using the school's 'RESPECT Rules' to build and sustain positive relationships between children, adults and the wider community.
- Actively providing opportunities (through PSHE, our 'Metacognition Programme' and the 'RESPECT Rules') to develop pupils' social and emotional skills.

- Using the school’s Wellbeing Wheel, which prompts and supports children, to share and use their own solutions to problems, using a range of strategies.
- Recognising and celebrating difference and diversity through PSHE, topics and assemblies.
- Challenging intolerance, e.g. remarks that are homophobic, transphobic, racist, targeted at faith, sexist or disablist.
- Addressing bullying behaviour in all its forms throughout the curriculum and the school (e.g. through stories, drama and role play, displays, assemblies).
- Regularly updating and evaluating anti-bullying knowledge, awareness and approaches to take into account current affairs, local/global events and technological developments.
- Providing up-to-date advice and education to all members of the community regarding positive online behaviour.
- Training staff to identify all forms of bullying behaviour and to follow the school policy and procedures (including reporting and recording incidents).
- Monitoring and analysing information regarding bullying behaviour incidents to develop effective strategies to prevent them from occurring again.

**5. Intervention – How is bullying tackled at The Bliss Charity School?**

All members of the school community at Bliss are encouraged to share their concerns regarding bullying.

*When bullying behaviour is alleged to have taken place, staff will ...*

1. Intervene immediately, ensuring a member of the Senior Leadership Team<sup>3</sup> is involved.<sup>4</sup>
2. Investigate thoroughly, listening to all parties and witnesses, and recording information/evidence accurately using The Bliss Charity School’s ‘Incident Form – Behaviour and Online Safety’ (see Appendix 2).
3. Use the school’s **STOP** definition to determine if the incident is bullying or an isolated incident of spitefulness.<sup>5</sup>

*If bullying has taken place:*

The child/children being bullied ...
<ul style="list-style-type: none"> <li>• The child/children being bullied will be given an opportunity to discuss the experience and their thoughts/feelings. Staff will offer comfort and reassurance. Their views regarding how the situation can best be resolved will be taken into account and they will be kept informed about the actions taken by staff and senior leaders.</li> <li>• Parents/carers of the child/children being bullied will be informed and invited to meet with a senior leader to discuss the situation and the actions the school has taken.</li> <li>• In consultation with the child/children and their parents/carers, suitable support will be put into place for the child/children being bullied. The nature and level of support will depend on the individual circumstances and the level of need. This can include a quiet word from a teacher that knows the pupil well; asking for regular in-school pastoral meetings to provide formal counselling; or referring to Child and Adolescent Mental Health Services (CAMHS). This support may also include helping the child/children develop strategies to prevent re-occurrence. Support may also involve</li> </ul>

<sup>3</sup> The Senior Leadership Team is comprised of Mr. S. Carter, Miss O. Thompson, Mrs. S. Caller and Mrs. L. Adey.

<sup>4</sup> Intervention will take place on the same day or – if reported after school hours – on the next working day (term time).

<sup>5</sup> If the incident is an isolated incident of spitefulness rather than bullying, it will be dealt with in accordance with the school’s Behaviour Policy (see section 5).

assertive behaviour mentoring, to encourage early reporting of future incidents and/or to develop suitable responses to verbal, physical and online attacks on an individual level.

- Senior leaders will log the incident ('Incident Log – Behaviour and Online Safety' – see Appendix 3) and monitor the behaviour of the child/children for a fixed period of time to ensure there is no adverse, longer-term impact.

### The child/children doing the bullying ...

- The 'Consequences and Sanctions' in the school's Behaviour Policy (section 5) will be followed for the child/children doing the bullying.<sup>6</sup> The punishment will reflect the seriousness of bullying behaviour as well as providing an opportunity for the child/children to reflect on their misbehaviour and consider the consequences of their actions – this will usually involve completing some reparatory work (e.g. apology letter, setting behaviour targets) to improve/resolve the situation.
- It may be necessary to separate the child/children doing the bullying from the child/children being bullied for a period of time to provide an opportunity for the situation to be resolved. Separation may occur within class, on the playground, in the lunch hall, at before/after school clubs when travelling to/from the premises.
- Appropriate education/support will be provided (as necessary) to help change the attitude/conduct of the child/children doing the bullying.
- Parents/carers of the child/children doing the bullying will be asked to attend a meeting with a senior leader to discuss their child's conduct.
- Senior leaders will log the incident ('Incident Log – Behaviour and Online Safety') and monitor the behaviour of the child/children for a fixed period of time to ensure behaviour improvements take place and there is no repeat occurrence.
- Re-occurrence of bullying by the same child/children will be dealt with as persistent 'extreme' behaviour in accordance with the school's Behaviour Policy (section 5).

In-line with the school's Behaviour Policy, these interventions apply outside of the school premises if the bullying (including cyber-bullying) occurs while pupils are ...

- *Taking part in any school-organised or school-related activity or*
- *Travelling to or from school or*
- *Wearing school uniform or*
- *In some other way identifiable as a pupil at the school or*
- *Behaving in way that could have repercussions for the orderly running of the school or the school's reputation.*

Adults at The Bliss Charity School who are bullied – or are affected by bullying behaviour – should report this to a senior leader so appropriate investigation/support can take place.

<sup>6</sup> The specific/special needs of pupils will be used to determine the appropriate level/nature of the consequence/sanction - adjustments will be made on an individual, case-by-case, basis so no child is discriminated against unfairly.

Disciplinary procedures will be followed if adults (staff or parents/carers) are found to have bullied others and broken the Staff Code of Conduct/Parent Code of Conduct.

## **6. Responsibilities: A whole-school approach to bullying**

### The Role of Pupils

- To follow the school's 'RESPECT Rules' and try to acquire Bliss' metacognition attitudes/skills.
- To be tolerant of others, embracing and celebrating difference and diversity.
- To understand what bullying behaviour *is/is not* by applying the school's **STOP** message.
- To report bullying concerns immediately to a trusted adult at school/home.
- To follow the 'Behaviour and Anti-Bullying' guidance shared in assemblies and provided in the back of their Reading Record (see Appendix 1).

The named person at The Bliss Charity School for dealing with bullying is Mr. Shaun Carter (Headteacher).

### The Role of Parents/Carers

- To promote the school's 'RESPECT Rules' and Bliss' metacognition attitudes/skills at home.
- To encourage tolerance, embracing and celebrating difference and diversity at home.
- To understand what bullying behaviour *is/is not* by applying the school's **STOP** message.
- To follow the 'Behaviour and Anti-Bullying' guidance provided in the back of their child's Reading Record (see Appendix 1).
- To support the school in applying this Anti-Bullying Policy if their child is being bullied.
- To support the school in applying this Anti-Bullying Policy if their child is found to be bullying others.
- To follow the Home-School Agreement and the Parent Code of Conduct.
- To report bullying concerns to the school and let school staff resolve the situation. There are several ways parents/carers can report alleged incidents of bullying. These include:
  - *In person*: calling into the school office or making an appointment to see the class teacher or a senior leader.
  - *By phone*: contacting the school office, class teacher or a senior leader on 01327 340758.
  - *By email*: message the school at [office@bliss.northants.sch.uk](mailto:office@bliss.northants.sch.uk), [bursar@bliss.northants.sch.uk](mailto:bursar@bliss.northants.sch.uk) or [head@bliss.northants.sch.uk](mailto:head@bliss.northants.sch.uk).
  - *In writing*: sending a letter to ...

The Bliss Charity School  
The Green  
Nether Heyford  
Northamptonshire  
NN7 3LE

The named person at The Bliss Charity School for dealing with bullying is Mrs. Laura White (Headteacher).

### The Role of School Staff

- To challenge prejudice and intolerance in all its forms - homophobic, transphobic, racist, targeted at faith, sexist or disablist.

- To promote and celebrate tolerance, difference and diversity.
- To follow and apply the school's Behaviour Policy.
- To use the school's 'Metacognition Programme' and the 'RESPECT Rules' to establish excellent behaviour-for-learning and to encourage exemplary conduct between pupils and the world around them.
- To understand what bullying behaviour *is/is not* by applying the school's **STOP** message.
- To assist senior leaders in the investigation and monitoring of bullying incidents.
- To record incidents of bullying behaviour on The Bliss Charity School's 'Incident Form – Behaviour and Online Safety' (see Appendix 2).

### The Role of Senior Leaders

- To ensure the school's strategies for prevention and intervention are effective.
- To help others understand what bullying behaviour *is/is not* by applying the school's **STOP** message.
- To resolve bullying incidents effectively by investigating thoroughly and communicating clearly, and by applying the procedures set out in the school's Behaviour Policy and this Anti-Bullying Policy.
- To assist other staff members in the identification, investigation and recording of bullying behaviour incidents, providing training where necessary.
- To log and monitor incidents of bullying behaviour on the school's 'Incident Log – Behaviour and Online Safety' (see Appendix 3).
- To ensure the Governing Body is made aware of bullying incidents, including the school's response and the outcome.

### The Role of the Governing Body

- To ensure this policy adheres to the latest statutory guidance and legislation.
- To ensure this policy meets all regulations concerning equal opportunities.
- To support the headteacher, senior leaders and school staff in implementing and applying this policy.
- To liaise with the headteacher to ensure that the policy is implemented fairly and with sensitivity.
- To consider all representations from parents/carers regarding this policy.
- To monitor bullying incidents and hold staff and senior leaders to account for their response.
- To evaluate the effectiveness of the school's anti-bullying strategy.

## **7. Inclusion**

This Anti-Bullying Policy will be implemented in accordance with The Equality Act 2010 and the Public Sector Equality Duty (PSED), which requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, 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.

Some pupils are more likely to be the target of bullying behaviour because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are

always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying behaviour, for example those who are going through a personal or family crisis.

Children with special educational needs or disabilities can often lack the social or communication skills to report bullying incidents. Staff must be alert to the potential bullying this group faces and aware of their concerns.

The specific/special needs of pupils will be used to determine how this Anti-Bullying Policy is applied. Expectations and sanctions will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly.

This Anti-Bullying Policy will be carried out in accordance with the SEN Code of Practice 2014.

## **8. Safeguarding**

Child-on-child abuse can happen to pupils in schools. 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-type violence.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', a bullying incident will be addressed as a safeguarding concern – see the 'Incident Form – Behaviour and Online Safety' in Appendix 2. In this instance, the school's safeguarding procedures will be followed – this may include a referral to the Multi-Agency Safeguarding Hub (MASH).

This Anti-Bullying Policy forms part of our commitment to safeguarding children and it sits alongside other safeguarding documentation:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Staff Code of Conduct
- Whistleblowing Policy

As part of the school's *Protective Behaviours* syllabus, pupils are taught what it means to feel unsafe and how to share unsafe feelings with trusted adults.

## **9. Other External Agencies**

Some types of harassing or threatening behaviours/communications could be a criminal offence. If school staff feel that an offence may have been committed, they will seek assistance from the police. If the misbehaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

## **10. Other Policies**

In-line with the recommendations from the *Anti-Bullying Alliance*, this Anti-Bullying Policy is a stand-alone policy, but it must be read alongside the school's Behaviour Policy.

## **11. Review**

The Governing Body will monitor and review this policy every year.

## **12. Guidance**

This Anti-Bullying Policy has been written in accordance with:

- 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)' by the *Department for Education (DfE)*.
- 'Cyberbullying: Advice for headteachers and school staff (2014)' by the *Department for Education (DfE)*.
- 'A whole school approach to writing or refreshing your anti-bullying policy: a resource for schools' by the *Anti-Bullying Alliance*.
- *Anti-Bullying Alliance 'All Together Programme'* 2019.

**Signature:** ..... (Chair of Governors)

**Print Name:** Mrs. S. Hornagold-Prosser

**Date:** 26<sup>th</sup> September 2022

**Signature:** ..... (Headteacher)

**Print Name:** Mrs. L. White

**Date:** 26<sup>th</sup> September 2022

## Behaviour and Anti-Bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time. However, there will be occasions when pupils ‘fall out’ and someone becomes upset. When this happens, it is important for both children – and parents/carers – to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...	Parents/Carers ...
<ul style="list-style-type: none"> <li>• Follow the school’s ‘RESPECT Rules’ at all times and use the attitudes and skills from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.</li> <li>• Remember that ‘falling out’ is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.</li> <li>• Be open and honest about anything you may have done (there usually are two sides to every story).</li> <li>• Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our <b>STOP</b> message: <b>Several Times On Purpose</b>.</li> <li>• Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our <b>STOP</b> message: <b>Start Telling Other People</b>.</li> </ul> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> <li>• Don’t wait to tell someone! Tell someone in school <u>the moment</u> it happens – don’t wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.</li> <li>• Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that ‘falling out’ is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a ‘knee-jerk’ response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk to about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.</li> <li>• Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from ‘their point of view’.</li> <li>• Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as ‘<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>’. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our <b>STOP</b> message (see below) helps both children and adults see what bullying is and what bullying is not.</li> <li>• Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.</li> <li>• Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have ‘in the moment’ and not wait until they get home. It is much more difficult for school staff to deal with things ‘after the event’</li> <li>• Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being ‘a bit irritating’, whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.</li> </ul>

 <b>The Bliss Charity School</b> 													
<b>Incident Form – Behaviour and Online Safety</b>													
<b>Type of Incident:</b> <input type="checkbox"/> Misbehaviour <input type="checkbox"/> Online Safety <input type="checkbox"/> Misbehaviour and Online Safety	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 65%;"> <b>Is this a bullying incident?</b>  <small>Apply STOP: <u>S</u>everal <u>T</u>imes <u>O</u>n <u>P</u>urpose</small> </td> <td style="width: 15%; text-align: center;">YES</td> <td style="width: 15%; text-align: center;">NO</td> <td style="width: 15%; text-align: center;">NOT SURE</td> </tr> <tr> <td> <b>Is this a hate incident?</b>  <small>Racism/LGBT/Extremism</small> </td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">NOT SURE</td> </tr> <tr> <td> <b>Is this a safeguarding incident?</b>  <small>If YES, follow the school's safeguarding procedures.</small> </td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">NOT SURE</td> </tr> </table>	<b>Is this a bullying incident?</b> <small>Apply STOP: <u>S</u>everal <u>T</u>imes <u>O</u>n <u>P</u>urpose</small>	YES	NO	NOT SURE	<b>Is this a hate incident?</b> <small>Racism/LGBT/Extremism</small>	YES	NO	NOT SURE	<b>Is this a safeguarding incident?</b> <small>If YES, follow the school's safeguarding procedures.</small>	YES	NO	NOT SURE
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<b>Is this a hate incident?</b> <small>Racism/LGBT/Extremism</small>	YES	NO	NOT SURE										
<b>Is this a safeguarding incident?</b> <small>If YES, follow the school's safeguarding procedures.</small>	YES	NO	NOT SURE										
<b>Where did this incident take place?</b> <input type="checkbox"/> In-school (classroom) <input type="checkbox"/> In-school (break/lunch) <input type="checkbox"/> In-school (before/after) <input type="checkbox"/> Outside of school	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #90EE90; width: 33%;"> <b>Incident Rating: Minor</b>  <input type="checkbox"/> Repetitive low-level disruption in lessons.  <input type="checkbox"/> Repetitive low-level flouting of school rules.  <input type="checkbox"/> Consistent absence of good behaviour-for-learning.  <input type="checkbox"/> Accessing online content that is not age-appropriate.                 </td> <td style="background-color: #FFFF00; width: 33%;"> <b>Incident Rating: Moderate</b>  <input type="checkbox"/> Significant, deliberate disruption.  <input type="checkbox"/> Misbehaviour that results in injury/damage.  <input type="checkbox"/> Rudeness/aggression towards other children and/or adults.  <input type="checkbox"/> Risky online behaviour.                 </td> <td style="background-color: #FF4500; width: 33%;"> <b>Incident Rating: Extreme</b>  <input type="checkbox"/> Malicious, aggressive behaviour, leading to injury/damage.  <input type="checkbox"/> Foul language.  <input type="checkbox"/> Bullying.  <input type="checkbox"/> Unsafe behaviour online.  <input type="checkbox"/> Cyberbullying.  <input type="checkbox"/> Online hate incident.                 </td> </tr> </table>	<b>Incident Rating: Minor</b> <input type="checkbox"/> Repetitive low-level disruption in lessons. <input type="checkbox"/> Repetitive low-level flouting of school rules. <input type="checkbox"/> Consistent absence of good behaviour-for-learning. <input type="checkbox"/> Accessing online content that is not age-appropriate.	<b>Incident Rating: Moderate</b> <input type="checkbox"/> Significant, deliberate disruption. <input type="checkbox"/> Misbehaviour that results in injury/damage. <input type="checkbox"/> Rudeness/aggression towards other children and/or adults. <input type="checkbox"/> Risky online behaviour.	<b>Incident Rating: Extreme</b> <input type="checkbox"/> Malicious, aggressive behaviour, leading to injury/damage. <input type="checkbox"/> Foul language. <input type="checkbox"/> Bullying. <input type="checkbox"/> Unsafe behaviour online. <input type="checkbox"/> Cyberbullying. <input type="checkbox"/> Online hate incident.									
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<b>Details of the incident, including any investigation and actions that followed ...</b>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; vertical-align: top;">                 Things to report ...   <i>Who was involved? Include victim, perpetrators and witnesses.</i>   <i>Summary of evidence gathered.</i>   <i>Adults involved in reporting, investigating and taking action on this incident.</i>   <i>Details of actions taken and by whom.</i>   <i>Consequences and communications that followed the investigation.</i> </td> </tr> </table>			Things to report ...  <i>Who was involved? Include victim, perpetrators and witnesses.</i>  <i>Summary of evidence gathered.</i>  <i>Adults involved in reporting, investigating and taking action on this incident.</i>  <i>Details of actions taken and by whom.</i>  <i>Consequences and communications that followed the investigation.</i>										
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<b>What sanction was given?</b> <input type="checkbox"/> N/A <input type="checkbox"/> In-school punishment <input type="checkbox"/> Internal exclusion <input type="checkbox"/> External exclusion	<b>Intended impact of actions taken ...</b> <small>Include monitoring arrangements and success timescale</small>												
<b>Date:</b>	<b>Your name:</b>	<b>Senior Leader:</b>											

