



Pinehurst Primary School

BEHAVIOUR POLICY



This policy will be discussed with the pupils, parents and staff of Pinehurst Primary School. Our central aim is to elicit the views and opinions of the staff, parents, governors and children of the school as well as the wider community, and to incorporate these into this Behaviour Policy.

SCHOOL ETHOS

Introduction

At Pinehurst, our core values are the 3E's – Experience, Excel and Enjoy. As a consequence of our values, at Pinehurst we believe that Children should learn to reach their full potential and develop new skills that empower them for life in order to become confident, valuable, members of society.

We create a supportive, safe, challenging, caring and happy environment where all contributions are valued. Lessons are motivating and fun and independence is encouraged hence children become reflective, self-learning team members with a positive sense of well-being and a love of learning. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying. Children should be able to work in an environment which is free from discrimination, harassment and victimization. We want Pinehurst to be a place where diversity is celebrated and individuals feel valued and respected for who they are. We aim to provide an environment in which our children are secure and confident, irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances. Children should feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equality Act 2010 and has been written in accordance with DFE Guidance for Schools on Bullying and Prejudice Related

Incidents. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

This policy aims to:

Promote good behavior, self-discipline and respect amongst our school and community.

Prevent bullying

Ensure that pupils complete assigned work in a way which is conducive to their own and others' learning.

Ensure that pupils conduct themselves in a positive manner around the school and community.

How did we arrive at this policy?

This policy was formulated in consultation with the whole school community

1. Staff. Staff have been involved with updates to the policy through regular agenda items at staff meetings. This includes teachers, and Learning Support Assistants.
2. Governors - The policy was presented and agreed at a full Governing Body meeting. The head teacher also report to governors on a termly basis. Governors have attended relevant meetings.
3. Parents and Carers – Regular meetings with parents have taken place (cyber-bullying etc). Parents and Carers are asked to sign the recently updated home-school agreement and behaviour code.
4. Pupils. School councillors are creating a child friendly version of the policy. Pupils are regularly surveyed for their views towards bullying..
5. Other partners. The policy applies to all Afterschool clubs , Nursery classes and our Breakfast Club

This policy is available

Online from the School website

From the school office

Child friendly versions are on display in school.

Rewarding achievements

The majority of our children follow the school rules. Rewarding them for their good behaviour is important in maintaining their motivation and sense of self worth.

Supporting behaviour management

We work as a team, in close liaison with outside agencies and parents in dealing with children with behaviour problems. Staff members support each other, through offering advice on strategies and through attending training. Our nurture and therapy staff supply support to all staff and pupils.. The school also has access to external agencies who are able to support us through CPD and pupil support systems.

Working with parents

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues or informing them of successes. Parents sign the Behaviour Book for children that need additional support with their behaviour as part of a three way agreement.

Involving pupils

We encourage our children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour. Children sign the Behaviour Book as part of a three way agreement.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion, disability or any special educational needs. The effectiveness of our policy is monitored and any issues dealt with immediately.

Ensure that each child has work appropriate to his/her level of ability

Deal with problems calmly

Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs

Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties

Remind children that they are representatives of the school when they are on their way to and from school and on school trips

To ascribe to the Pinehurst Primary School Behaviour Code

Children's Responsibilities are:

- Adhere to the Behaviour Code
- Follow the Golden Rules
- Cooperate readily with all school staff
- To let others get on with their work and play
- To work to the best of your ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the environment
- To tell a member of staff if you see or hear about someone being treated unkindly

Parental involvement:

- We expect that parents will support the school and their child by:
- Supporting the school's Behaviour Code
- Helping the children understand the rules
- Working in partnership with the school to promote high standards of behaviour at all times
- Working in partnership with the school to promote high standards of behaviour at all times
- Making children aware of appropriate behaviour in all situations
- Encouraging independence and self-discipline
- Showing an interest in all that their child does at school
- Fostering good relationships with the school
- Supporting the school in the implementation of this policy
- Ascribing to the Pinehurst Primary School Behaviour Code

STANDARDS OF BEHAVIOUR

As a school community we should:

- invite, model and expect respect
- see each and every member as a person of worth

To achieve this we must balance the rights of all with the responsibilities of all.

“A right can be seen as a reasonable expectation of what ought to be. One can expect to be treated with respect and dignity. However, a right can only be enjoyed when people are acting responsibly. Hence the need for rules, order and discipline.” (Rogers, B, 1995).

RIGHTS

At Pinehurst Primary School **EVERYBODY** has **RIGHTS**:

TEACHERS:

We all have a right to teach in a friendly, safe and well-managed school that is supported by the school community.

STUDENTS:

We all have a right to work, learn and play in a friendly, safe and helpful school.

PARENTS:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

RESPONSIBILITIES

At Pinehurst School **EVERYBODY** has **RESPONSIBILITIES**:

To learn

To teach

To listen

To try our best

To value

To be honest

To help others understand

To support each other

To be on time

To make time for others

To ask for help

To have a go

To respect

To be polite

To encourage

To co-operate

To look after each other

To try and understand each other

RULES AND CODE OF CONDUCT

In order to achieve consistency and fairness at all times the school community has a set of four whole school rules:

- We walk calmly, quietly and safely around the school.
- We help each other to do our best.
- We look after our school with pride.
- We are kind and thoughtful to everyone.

In addition to the above rules each September of each year all classes will be encouraged to produce their own set of class rules. These two specific measures will allow the children and staff flexibility to negotiate and take ownership of their own class rules whilst ensuring that the underlying message is consistent throughout the school.

GUIDELINES FOR STAFF:

- Please try to keep your class rules to a minimum.
- Positive language should be used.
- Discussion is really important for children to accept the need for the rules.
- Try to include a rule for each of these:

- Noise reduction.
- Kindness.
- Approach to work.
- Politeness/respect
- Listening.
- Safety

- **Talking** - kindly and respectfully to one another.
- **Learning** - work quietly and helpfully together. Take turns.
- **Movement** - walk quietly in the class and put things away.
- **Treatment** - we are kind to one another and use good manners.
- **Problem solving** - in a fair manner, or ask for help.
- **Safety** - try not to hurt people and use equipment safely.

- Display attractively, pictorially – especially at Key Stage One
- Rules need to be taught and referred to when necessary.
- Adherence to school rules should always be praised.

- Examples of rules should be provided to form the basis for discussion with each class at the beginning of each academic year.

Similarly, playground rules have been revised, explicitly tied in with the whole school rules and displayed appropriately.

As a final example of joined up thinking the school rules will be incorporated into the Home/School contract.

REWARDS

The school seeks to promote the positive, and in particular celebrate examples of good behaviour whenever possible. As a staff we recognise that rewards can be non-verbal, verbal, and recognised both privately and publicly – as appropriate.

The rules become part of the everyday school experience, as they are:

- Negotiated
- Displayed
- Referred to
- Recognised

Recognition of pupils' adherence to school rules and any examples of good behaviour will be rewarded in the following ways:

- Non-verbally e.g. positive body language, smile, thumbs up
- Verbally e.g. praise, approval, telling someone they have earned a merit point/sticker, call home
- Written communications e.g. certificates, note home
- Public recognition e.g. celebration assemblies, worker of the week, displays, photos, circle time, awards

House Points

House points will be awarded for good behaviour, good work, kindness, sporting activities etc and will be collated and recorded via a class system run by the class teacher. This is then reported in our Friday Celebration Assembly

This will involve a hierarchical approach to rewarding pupils as follows:

REWARD SYSTEM

Call/note home. Recognition in praise assembly.

Use interactive whiteboard. Extra lesson of choice.

Extra play. Class award. Weekly monitor job. Help in foundation. Fruit.

Verbal and non-verbal praise. Merits. Table points. Stickers. 5 mins reading/drawing.

Golden time has also been changed to reinforce the school's ethos of positive reinforcement. Each child will start the week with 30 minutes of Golden Time (to be taken on a Friday afternoon), a child can only lose 6 minutes a day, and it cannot be earned back. Children who manage to keep all their Golden Time will be given a chance to enter a draw to earn an extra reward.

Lunchtime Behaviour

The lunchtime supervisors will award certificates for good behaviour and kindness.

SANCTIONS

When children are behaving in a way that contravenes school's expectations and standards they will be offered individual support through Individual Behaviour Plans and Personal Support Plans. The former will be reviewed twice yearly, the latter every 6 weeks, or as appropriate.

The sanction system will be similarly phased and hierarchical.

One of the main points that emerged from parental and pupil discussion was the unfairness of a system which appears to "reward children who have been involved in high level misbehaviour" - particularly by allowing them to carry out tasks around the school. These tasks were seen as rewards, and as such should only be given to children who have earned them through exemplary behaviour. If this is ignored the entire ethos of rewarding good behaviour and isolating those who do not conform to reasonable expectations is undermined.

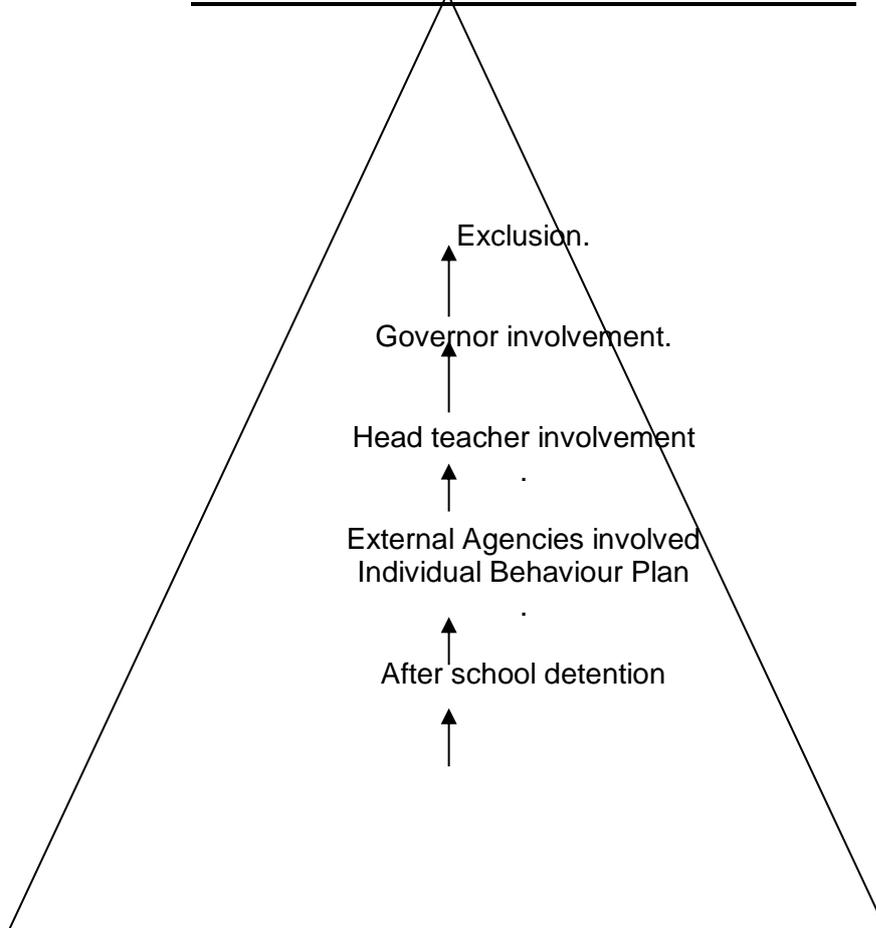
Incident Record – On Sims

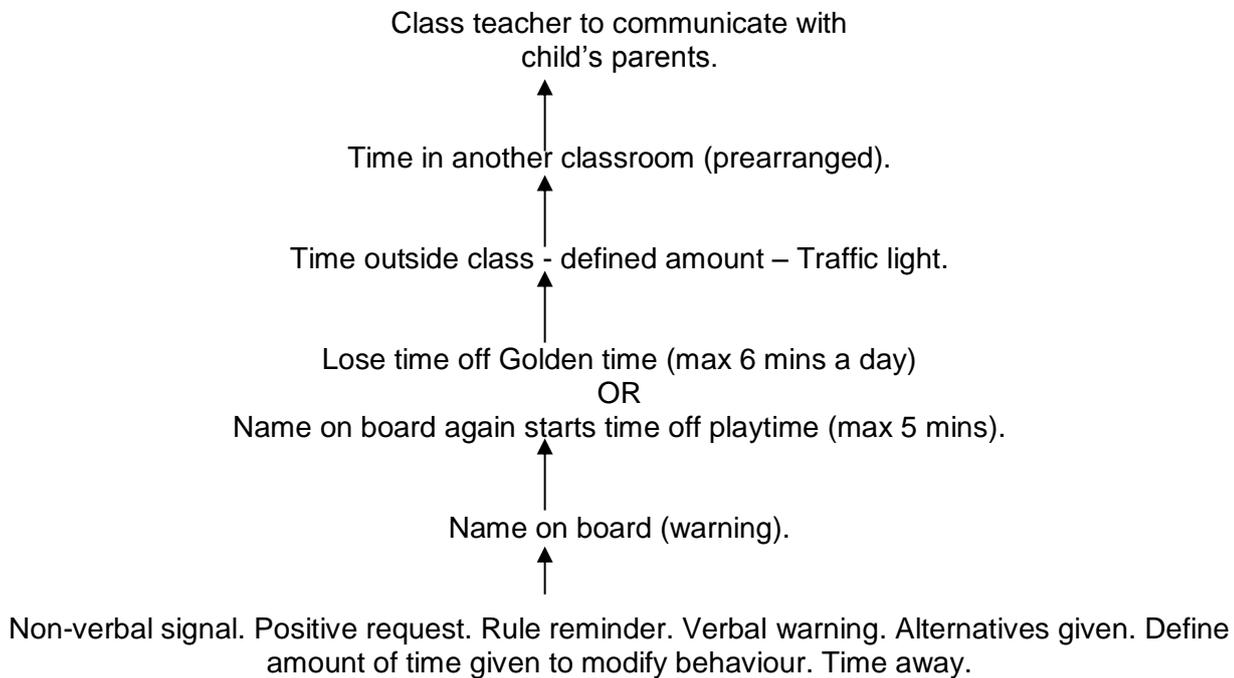
This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property (Accident and / or incident book)
- Loss, theft, or damage to property
- Use of Positive handling techniques
- Any other incidents or matters of a serious nature. These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).

Children will complete a Reflection form also.

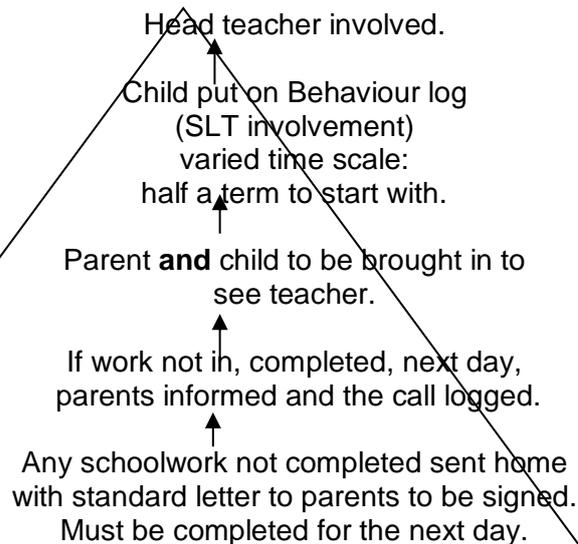
SANCTIONS –BEHAVIOUR RELATED



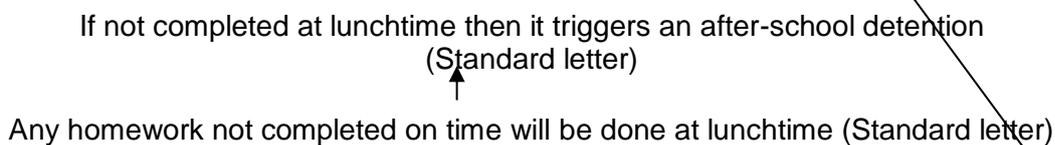


NEVER PUNISH THE WHOLE CLASS.

SANCTIONS – WORK RELATED(In school time)



SANCTIONS – WORK RELATED(Homework)



UNACCEPTABLE BEHAVIOUR

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example bad language, verbal abuse, shouting, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism.

Unacceptable behaviour:

- Constitutes refusal to participate in the education programme; or
- Constitutes disobedience of instructions that regulate the conduct of students; or
- Is likely to be detrimental to the health, safety or welfare of the staff or other students of that school; or
- Causes or is likely to cause damage
- Is likely to bring this school into disrepute.

DETENTIONS

There are two types of detention.

1. Lunchtime Reflection – This will be given for :

- The non return of homework. When the homework activity has been completed the child will be allowed to go out to play.
- None completion of work in class or if time has been lost through the traffic light system i.e . Time out of class. The child will make up the time or complete work and then will go out to play.
- Misbehaving in class or on the playground.

NOTE: THREE LOST LUNCHTIMES PER HALF TERM WILL LEAD TO AN AFTERSCHOOL DETENTION

2. After-school detention – This will be given for :

- Loss of three lunchtimes through poor behaviour or incomplete work.
- Persistent poor behaviour as part of the pyramid of sanctions.

NOTE: THREE AFTER SCHOOL DETENTIONS PER HALF TERM WILL LEAD TO A PARENT ACCOMPANYING THEIR CHILD TO THE THIRD DETENTION

After-school detentions will start at 3.25pm and will last until 4pm. Parents will be expected to collect their child at 4pm. The detentions will be carried out by a member of the Senior Leadership Team each Thursday in the school hall.

Standard letters signed only by the Head teacher will inform parents of the detention at least 48 hours in advance of the detention. The child's name will be recorded in the Detention book.

ANTI BULLYING

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-Bullying Coordinator in our school is: Mr Briscoe

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-Bullying (Behaviour) is: Mr McAdam

Definition of Bullying

The 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 through cyberspace.

<http://www.antibullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments

- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities 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.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge 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.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also 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 have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We

will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will notify the Head, and/or the Anti-Bullying Coordinator. This communication may be verbal or written.

Children are encouraged to:

- Speak to an adult in school/their parents.
- 'Buddies' are available for the children to talk to
- Restorative Practice trained children are available for the children to talk to
- These children offer a confidential drop in session
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Staff members complete an incident log, (Red card system)
- All parties are interviewed
- Parents are informed
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools actions. This is available online or from the school office
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Deputy Headteacher (On Sims).

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff at the termly Progress Meetings

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils, we at Pinehurst Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies

- Involvement in SEAL, including the Anti-Bullying unit
- Involvement in the Healthy Schools Programme
- Anti-Bullying Week annually in November.
- PSHE/Citizenship lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet

safety

- Student Voice
- School Council
- Peer mentoring schemes and Playground Buddying
- Modelling of positive relationships
- Notes/ postcards home from class teacher regarding good behaviour

2. Reactive programmes for vulnerable groups or groups involved in bullying.

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

4. Support for parents/carers

- Parent information distributed by parent letters and the school website etc
- Information available on parents' evenings
- Information sessions ie e-safety

5. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

| Policy | Why |
|------------------------|---|
| Behaviour Policy | Rewards and sanctions, codes of conduct |
| Safeguarding Policy | Child protection |
| Acceptable Use policy | Cyberbullying and e-safety |
| Equality policy | Prejudice related crime/homophobia, race, religion and culture and SEN/disability |
| Confidentiality Policy | Reporting and recording |
| PSHE/Citizenship | Strategies to prevent bullying |
| Complaints Policy | Guidelines to make a complaint if families are not happy with the school’s response |
| Prevent Duty Plan | A plan to protect children from the risk of radicalisation. |

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications

Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

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| 5. | |
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| 6. | |
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| Form completed by: | Date: |
| Follow-up | Date |

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

| | |
|------------------------|--|
| Extortion | |
| Isolation | |
| Physical | |
| Verbal | |
| Cyberbullying | |
| Damage of property | |
| Forced to do something | |
| Spreading rumours | |
| Other (specify) | |
| | |

Profile of Young People

| Year | Ex | G | E | Isol | Phys | Verbal | Cyber | Prop | Force | Rumour | Other |
|------|----|---|---|------|------|--------|-------|------|-------|--------|-------|
| | | | | | | | | | | | |
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| | | | | | | | | | | | |

G=gender(M/F) E=Ethnicity code

Location

| | |
|--------------------------------|--|
| Classroom | |
| Playground/school grounds | |
| Communal area | |
| Toilets | |
| Outside school - cyberbullying | |
| - other | |

Motivation

| | |
|---------------------------|--|
| Appearance | |
| Gender/Sexism | |
| Religion/Culture/ Race | |
| Homophobia | |
| Disability/SEN | |
| Home/Family circumstances | |
| Other | |

PINEHURST PRIMARY SCHOOL INCIDENT LOG

| Type of incident | | | | |
|------------------------------------|--|------------------------------------|--|------------------------------------|
| Physical | | Verbal | | Written |
| Cyber | | Extortion | | Isolation (being left out/ignored) |
| Personal possessions taken/damaged | | Forced into something against will | | Spreading rumours |
| Other (please specify) _____ | | | | |

| DATE/TIME | INCIDENT CHILD/CHILDREN INVOLVED | LOCATION | REPORTED TO | ACTION TAKEN/OUTCOME |
|-----------|----------------------------------|----------|-------------|----------------------|
|-----------|----------------------------------|----------|-------------|----------------------|

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