



Anti-Bullying Procedures

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1. Audience

- 1.1 These are the safeguarding and child protection procedures for **St Joseph's Catholic Primary School**.
- 1.2 They apply to all staff working within the school (whether paid or unpaid), pupils, parents, visitors to the school, including contractors and the Governing Body.

2. Purpose

- 2.1 To have a complete and consistent method for dealing with incidents of bullying if and when it occurs, and to understand the different types of bullying with a consistent definition of what bullying is.
- 2.2 All members of the school community have a high level of awareness of the school's approach to bullying and its aims, and all staff are aware of their roles and responsibilities to prevent and tackle bullying.
- 2.3 Children come to school to learn, including to learn and function in a community, how to treat others, and to understand the expectations to be treated with respect.
- 2.4 Preventative education and response to bullying behaviour is a learning opportunity and supports all pupils to go on to live happy, successful and safe adult lives.

3. Overview

- 3.1 Early identification of potential bullying behaviour, and taking a strong stance against bullying in general, does not mean or lead to either the demonisation or criminalisation of children but instead ensures that both the perpetrators and victims of bullying receive the support and intervention they need sooner and that incidences of harm are prevented or minimised in most, or all cases.
- 3.2 Not all pupils subject to bullying or child on child abuse will self-identify as a victim and it is important that the words used are ones that the child is comfortable with. Furthermore, it should be noted that the behaviour of a perpetrator of bullying or any form of child-on-child abuse could arise from them having been or being subject to abuse themselves and is always an indication that they need support and guidance.
- 3.3 Careful choice of language used when speaking to or in front of children, and a

consistent focus on the wellbeing, education and future prospects of all those involved, should be paramount throughout the response and follow up of any instance of bullying or other form of child-on-child abuse.

- 3.4 The school acknowledges that bullying can take many forms, including both in person and remotely via the internet or by phone or text. It can involve both physical, emotional and psychological harm and recognises that there must be the immediate and ongoing physical safety of all pupils as a priority, at the same time acknowledging that non-physical forms of abuse can be equally damaging and must be met by schools with the same level of seriousness and urgency as incidences of physical harm, and in accordance with the School's Safeguarding and Child Protection Procedures.

4. Definitions

Bullying	<p>There is no legal definition of bullying. However, it's usually defined as behaviour that is:</p> <ul style="list-style-type: none"> ● repeated ● intended to hurt someone either physically or emotionally ● often aimed at certain groups, for example because of race, religion, gender or sexual orientation <p>It takes many forms and can include:</p> <ul style="list-style-type: none"> ● physical assault ● teasing ● making threats ● name calling ● cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).
Child on Child Abuse	<p>Children can abuse other children. This was formerly known as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.</p>
Cyberbullying/online bullying	<p>The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.</p> <ul style="list-style-type: none"> ● excluding a child from online games, activities or friendship groups; ● sending threatening, upsetting or abusive messages; ● creating and sharing embarrassing or malicious images or videos;

	<ul style="list-style-type: none"> ● 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games; ● voting for or against someone in an abusive poll; ● setting up hate sites or groups about a particular child; ● creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name. <p>Cyberbullying is a form of bullying that occupies a unique space within the broader definition due to its scope, both in that it can take place at any time of day or night and the bigger potential audience size, and due to the fact, it can (and typically does) take place away from the school site and beyond the parameters of the school day. Furthermore, the artefacts of cyberbullying, (including imagery involving pupils in the taking of nude or semi-nude imagery, or abusive comments), have the potential to travel to any other point in the world and there are few or no options to limit or retract once information has been shared in this way.</p>
Victim	<p>Victim is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.</p>
Perpetrator and Alleged Perpetrator	<p>These are widely used and recognised terms. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. The use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.</p>
Signs of bullying	<p>There are a number of possible signs and behaviours which might indicate a pupil is being bullied (this is not an exhaustive list):</p> <ul style="list-style-type: none"> ● Being frightened of journeying to and from the school. ● An unwillingness to come to school. ● Be withdrawn or exhibit isolated behaviour. ● Taking an unusual route to or from the school. ● Becomes easily distressed. ● Issues with eating. ● Have a fear of the internet or mobile phone. ● Complaining about missing possessions. ● Truancy from school or lessons. ● Feeling ill in the morning. ● Self harm, including thoughts of self harm. ● Difficulty sleeping. ● Unexplained scratches, bruises and cuts.

	<ul style="list-style-type: none">• Attempting to gain money for unusual requests (stealing is possible).• School work begins to deteriorate.• Becoming aggressive, disruptive or unreasonable.• Bullying other pupils.• Refusing to talk about what is bothering them.• Damaged or incomplete work.• Refusing to work in a group or with another pupil.• Poor presentation.
Conduct outside of school	<p>Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:</p> <ul style="list-style-type: none">• when taking part in any school-organised or school-related activity;• when travelling to or from school;• when wearing school uniform;• when in some other way identifiable as a pupil at the school;• that could have repercussions for the orderly running of the school;• that poses a threat to another pupil; or• that could adversely affect the reputation of the school.

5. Responsibilities

5.1 The Executive Headteacher

5.1.1 Has the right to exclude a persistent perpetrator of bullying and will do so if they have evidence that the actions of an individual are undermining the safety of others.

5.1.2 In incidents of cyberbullying/online abuse, Headteachers, and those authorised by head teachers, have the power to seize and examine data or files (and where appropriate, to delete these where there is good reason to do so) (see Education Act 2011).

5.2 Behaviour Lead

5.2.1 Where there is a report of bullying, ensure a thorough investigation of the incident is made and the appropriate responses for all parties are identified and actioned.

5.2.2 Consider the appropriate sanction for the perpetrator, if appropriate, and

ensure any sanction is carried out having had liaison with parents. This will be decided on the individual incidents and circumstances and in line with the School's Behaviour Policy and own routines.

5.2.3 Ensure that all staff are familiar with the school procedures for reporting a bullying incident.

5.3 Special Educational Needs Co-ordinator (SENDCo)

5.3.1 Pupils with special educational needs or disabilities can often lack the social or communication skills to report bullying incidents. The SENDCo should ensure that all staff are alerted to the potential bullying of identified pupils with such needs, and ensure that these pupils have mechanisms in place around their additional needs that allows them to report a bullying incident.

5.3.2 When bullying has had a serious impact on a child's ability to learn, and leads to persistent, long-lasting difficulties that cause a child to have significantly greater difficulty in learning than the majority of those of the same age, the SENDCo must consider whether the child will benefit from being assessed for a special educational need.

5.4 Designated Safeguarding Lead

5.4.1 Where the bullying behaviour or consequences of that behaviour is a safeguarding concern, the Designated Safeguarding Lead will ensure that the School's Safeguarding and Child Protection Procedures are followed, including where appropriate a safer referral to children's services or a request for early help or additional support services.

5.4.2 Where there is a disclosure, they will ensure that the child is given full attention, has been reassured they are being taken seriously, and ensure that no child is made to feel shame or that their disclosure is an inconvenience, or that they have been told their information will be kept secret, but will reassure the child that their disclosure will be treated as confidential and only shared sensitively and appropriately.

5.4.3 Where cyberbullying does not meet safeguarding statutory thresholds for referral to Children's Social Care, other laws that can apply in relation to threats, harassment and result in the safeguarding of children should be considered, and where required to involve the police or other services.

5.5 Pastoral Staff

5.5.1 Proactively gather intelligence about issues between pupils which might provoke conflict.

5.5.2 In secondary schools, where there is a report of bullying the Pupil Engagement Officer will ensure statements are taken from all witnesses and will facilitate any requirements pertaining to the perpetrator. The Safeguarding Support Officer will assume this responsibility for the victim.

5.6 All Staff

5.6.1 All staff must be responsive to allegations of bullying and be clear that no issue is too small. It is essential that pupils have the confidence that all allegations are taken seriously and acted upon.

5.6.2 All staff should be aware of the different forms of child-on-child abuse, including bullying, and made aware of the indicators and signs, as well as how to respond to it.

5.6.3 The incident must always be dealt with by staff considering the following:

- the first priority is to give protection and support to the victim, however the learning and support needs of the perpetrator are also paramount and should be addressed in order to safeguard their wellbeing and future;
- any member of staff witnessing possible bullying will take immediate action to manage the situation, offer support and make clear that the behaviour is unacceptable, following their school behaviour routines and prioritising the safety and wellbeing, including emotional wellbeing, of the pupils;
- any member of staff being told by a child that they are being bullied will follow safeguarding procedures in place for the receipt of a disclosure i.e. give the child their full attention, reassure them that they are being taken seriously, ensure that no child is made to feel shame or that their disclosure is an inconvenience, never tell a child that you will keep a secret but reassure them that their disclosure will be treated as confidential and only shared sensitively and appropriately;
- to be aware that children who have witnessed another child being bullied may also be distressed. They may not know the best way to help the person being bullied. They may fear for their own safety and experience feelings of guilt for not stepping in.

5.6.4 All staff must be aware that bullying may also manifest as a series of smaller, apparently minor or unconnected incidents, e.g. 'looks', using nicknames that the person does not like, borrowing equipment, or not letting someone join in with an activity. Vigilance and timely, proportionate response to behaviours such as these underpins a culture of safety and respect and can prevent escalation to more serious behaviour taking place. This can be achieved by:

- all staff understanding the role they play in challenging harmful behaviours, however minor or seemingly innocuous;
- all staff understand that harmful behaviour should not be dismissed as a normal part of childhood, 'boys will be boys', or 'banter' etc;
- all staff should be aware that bullying can happen both inside and outside of school, as well as online, and that no reports being made does not mean that this form of abuse is not taking place;
- always taking the voice of the child seriously when they disclose that the behaviour of another child is making them feel unsafe or unhappy in any way.

6. Process

6.1 Report of Bullying

6.1.1 The incident must always be dealt with considering the following principles:

- The first priority is to give initial protection and support to the victim. The wishes of the victim in terms of how they want to proceed are important.
- Staff must make it clear that the bully's behaviour is totally unacceptable. It is important that disapproval is explained in a calm and rational way to avoid bullying the bully;
- Investigations will be made to ascertain the facts surrounding the incident that has taken place and reasons for the bully's behaviour and, if possible, action to be taken to alter the behaviour of the bully or bullies. This will involve taking statements from any witnesses (this may include pupils, staff, visitors), and actions for undertaking a risk assessment, external referral, restorative conversation, and imposing an appropriate sanction. However, any investigation should also look beyond the immediate incident that has occurred and consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Actions from the investigation should include whether there is a need for the school to refer the victim/perpetrator for any further education and support.
- After an incident, there must be "follow-up" to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if pupils know that there will be follow-up. This should take place as a minimum, no longer than 2 weeks after the initial incident and then perhaps some time further in the term;

- In extreme cases, the police will be informed. Where the police are informed this must be reported to the Designated Safeguarding Lead;
- Always informing families of the incident and outcome (unless to do so will put the child at further harm);
- Wherever possible there will be direct restorative work to facilitate conciliation / reconciliation, a genuine apology and moving forward positively for all parties. This will be led and supported by staff at all times;
- All information and reasons for decisions made must be recorded on CPOMS.

The following procedure should be followed by all staff when an incident of bullying has been reported or witnessed, bringing the incident to a satisfactory resolution.

- **Listen carefully and sympathetically to the victim.**
- **Write down the victim's version of events using their words. (Appendix C)**
- **Reassure the victim that they have acted correctly by reporting the incident and they will have the full support of all the staff within the school.**
- **Find out if there are any witnesses.**
- **Collate witness statements to corroborate versions of events.**
- **Make formal records of the incident.**
- **Inform a member of the Senior Leadership Team of the bullying. If the child has SEND needs - SENCo to be informed. Designated Safeguarding Lead to be made aware, if there are safeguarding issues or concerns –they may refer to the MACH**
- **Speak to the perpetrator to find out their version of events.**
- **Explain to the bully how their actions are causing distress.**
- **Organise a meeting with the parents of the bully to discuss the inappropriate behaviour and through negotiation find ways to resolve the situation.**
- **Ensure that the victim and the victim's parents are aware that steps have been taken to stop the bullying.**
- **All records are to be uploaded to CPOMs.**

6.1.2 Supporting the victim

- The victims of bullying should receive ongoing support and be supported to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying. After an incident, therefore must be "followed-up" to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if pupils know that there will be follow-up. This should take place as a minimum, no longer than 2 weeks after the initial incident and then perhaps some time further in the term;

- Victims of bullying may end up believing that they deserve to be bullied. They feel powerless and vulnerable and their self-esteem can be badly damaged. It is essential that self-confidence is re-established through appropriate follow-up work, including counselling (or peer mediation for minor friendship problems where appropriate);
- Victims must be reassured that, should any incident occur, that they must come forward again and that any escalation or repetition will be taken extremely seriously;
- In all cases, the parents will always be informed of the incident and the outcome (unless this is considered to cause further harm to the child, when advice must be taken from the Designated Safeguarding Lead);
- A risk assessment (using the trust template) will be put in place involving the victim and reviewed, accordingly;
- Restorative conversations and reconciliation with the perpetrator should be offered;
- All information must be recorded on CPOMS.

The following procedure should be followed by all staff when an incident of bullying has been reported or witnessed, bringing the incident to a satisfactory resolution.

- **Victims of bullying must receive ongoing support**
- **This should take place 2 weeks after the initial incident and where necessary each 2 weeks until full resolution**
- **These regular 'check ins' allow victims to come forward again if necessary**
- **In conjunction with SLT/Behaviour lead write risk assessment (using the trust template - follow guidance Appendix A) involving the victim and review 2 weekly**
- **Restorative 'check in' conversations with the perpetrator will also be offered 2 weekly until full resolution**
- **Any new information must be recorded on CPOMS.**
- **School will support children who are bullied and make appropriate provision for a child's needs.**
- **The nature and level of support will depend on the individual circumstances and the level of need.**
- **These can include:**
 - **a quiet word from a teacher that knows the pupil well**
 - **asking the Pastoral TA to provide support**
 - **providing formal support through risk assessment template (Appendix A)**
- **referrals to external agencies (e.g.: Insideout, MIND etc)**
 - **engage with parents**
 - **referring to local authority children's services**
 - **completing a Common Assessment Framework**
 - **referring to Child and Adolescent Mental Health Services (CAMHS)**
- **If the child has SEND needs - SENCo to be informed. Designated Safeguarding Lead to be made aware, if there are safeguarding issues or concerns -they may refer to the MACH.**

6.1.3 Supporting the Perpetrator

- The perpetrator will be supported in recognising their anti-social behaviour and offering support to modify that behaviour;
- Sanctions, if appropriate, will be decided on the individual incidents and circumstances;
- In all cases, the parents will always be informed of the incident and the outcome (unless this is considered to cause further harm to the child, when advice must be taken from the Designated Safeguarding Lead);
- A risk assessment (using the trust template) will be put in place involving the perpetrator and reviewed, accordingly;
- Restorative conversations and reconciliation with the victim (or other pupils/staff affected by the bullying) should be offered;
- All information must be recorded on CPOMS.

The following procedure should be followed by all staff when an incident of bullying has been reported or witnessed, bringing the incident to a satisfactory resolution.

- **Restorative discussion with perpetrator (and parents if necessary) to ensure they recognise behaviour.**
- **Sanctions, if appropriate, decided in conjunction with SLT/Behaviour lead on the individual incidents and circumstances.**
- **This may include:**
 - **Removal from the playground during break times and/or lunchtimes.**
 - **Closely supervised playtimes**
 - **Withdrawal from extra-curricular activities.**
 - **Removal of privileges.**
- **In conjunction with SLT/Behaviour lead write risk assessment (using the trust template - follow guidance Appendix A) involving the perpetrator and review 2 weekly**
- **Restorative 'check in' conversations with the victim will also be offered 2 weekly until full resolution**
- **Any new information must be recorded on CPOMS.**
- **If the child has SEND needs - SENCo to be informed. Designated Safeguarding Lead to be made aware, if there are safeguarding issues or concerns –they may refer to the MACH**
- **Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police**
- **Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.**

6.1.4 Restoration and conciliation

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.

A restorative approach is a culture or ethos with the following practical goals:

- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-setting approach to meeting human needs;
- to strengthen relationships by making time for open and honest conversations that need to be had.

A restorative setting understands that children, families and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.

A restorative school allows time to listen to the voice of the victim or perpetrator. It hears the victim or perpetrator's story and helps them clarify their issues and needs, and empower them to find their own solutions to what is concerning them. It promotes conciliation.

The following procedure should be followed by all staff when an incident of bullying has been reported or witnessed, bringing the incident to a satisfactory resolution.

- **Implement a range of follow-up support/interventions appropriate to the situation. This may include:**
 - **informal or formal restorative work with the victim and alleged perpetrator**
 - **solution-focused meetings**
 - **individual or group work with the victim, individual or group work with the alleged perpetrator**
 - **individual or group work with any witnesses/bystanders, group work with the wider-school community etc.**
- **Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.**
- **Risk Assessments to be reviewed and concluded.**

6.2 Pupil self-referral

6.2.1 Children must feel confident that, if they feel unsafe or that they are being bullied, they can come forward and will be listened to. Any child can come forward to speak with any member of staff.

6.2.2 All self-referrals must be recorded with actions taken and families must

be contacted. The member of staff that the referral is made to should speak to the appropriate staff member with responsibility for investigating a bullying incident in school, and who will decide on the appropriate course of action.

6.2.3 Because children may not always feel confident to come forward in person, each school must ensure there are a range of options available for their pupils to self-refer. This may include:

- being able to communicate with staff by email;
 - a 'worry box';
 - pupil voice collected at least annually;
 - key worker/mentor allocated to pupils of concern, even if they are not disclosing anything specific;
 - key contacts such as Childline (see Supporting Information/Websites).
-
- **We understand that some children may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place.**
 - **Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern –**
 - **these worry boxes are introduced to the pupils at the start of the year and pupils**
 - **are reminded of them regularly.**
 - **Staff check the worry boxes regularly and respond to any concerns raised.**
 - **The TAs are on the yard every break and lunchtime for children to speak to directly if they have something they wish to discuss with her/him.**

For reference see appendices at bottom of page for reference:

A-Risk Assessment: checklist for supporting the victim or perpetrator

B-Restorative Conversation Record

C-Investigation Report Template

D-Witness Statement Template

7. Legislation

- The Children Act 1989
- The Education and Inspection Act 2006 (Part 7, Discipline, Behaviour and Exclusion)
- The Education Act 2011 (Part 2, Discipline)
- The Equality Act 2010
- The Education (Independent School Standards) Regulations 2014 (Part 3, Welfare, health and safety of pupils)

8. Related Policies

- NPCAT Safeguarding and Child Protection Policy
- NPCAT Behaviour Policy
- NPCAT Children with health needs that cannot attend school
- NPCAT SEND
- NPCAT Exclusion Policy

9. Related Procedures

- School Safeguarding and Child Protection Procedures
- School Attendance Procedures
- NPCAT Code of Conduct Staff
- NPCAT Code of Conduct Students
- NPCAT Code of Conduct for Local Governing Body
- NPCAT Home-school agreement

10. Standards and Guidance

Those within NPCAT who have responsibilities defined within this policy will carry out their duties with regard to the Trust's Equality Statement and commitment to abide by the Equality Act 2010:

- Accepting our legal duty to ban unfair treatment and achieve equal opportunities in the classroom, the workplace and in wider society.

We have regard for our duty to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equal opportunity;
- Foster good relations.

11. Supporting Information/Websites

- Preventing Bullying (DfE Guidance)
- Keeping Children Safe in Education (DfE Guidance)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE guidance)
- Childline (childline.org.uk)

12. Contacts

St Joseph's Catholic Primary School

Miss Elizabeth Wright(DHT)

Designated Safeguarding Lead

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Loftus
Redcar and Cleveland
TS13 4PZ

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Mr Simon Geaves (EHT)

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Miss Lousie Ayton (SLT)

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TRUST CONTACTS

Name: Jill Benson

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Appendix A: Risk Assessment: checklist for supporting the victim or perpetrator

There are clearly important considerations that have to be addressed in any risk management plan and each identified risk must have a robust and fully considered control measure(s) to mitigate that risk and so each risk has to be considered proportionately and there must be some documented consideration and rationale to describe why it is a risk.

Whilst each case will have to be judged on its own merits, the following list highlights generic areas of consideration but should not be regarded as exhaustive:

- The physical structure of the school, any vulnerable areas identified e.g. toilets, playground.
- Seating arrangements in class.
- High-risk areas where items may be used as a weapon e.g. woodworking tools, kitchen implements. (violent offenders).
- Vulnerability factors and parent/carers ability to protect.
- Support from external agencies, including the third party sector.
- Confidentiality and managing rumour.
- Accommodating offender management intervention during school time, particularly where the risk is sexual violence and sexual harassment.
- Managing any SEN issues that may be present.
- Managing relationships & friendship groups.
- Travel arrangements to and from school, especially if school transport is used.
- Supervision in school – particularly during ‘out of class’ time e.g. lunchtime, school clubs and more vulnerable situations such as swimming, school trips and work experience.
- Periods of lowered supervision, including pupil social times: lunch/break times.
- Identifying a mentor/‘go to person’ /safe place for the victim and perpetrator.
- Risks associated with victim and perpetrator, or perpetrator and witness association.
- Sex and relationship education.
- Contextualised safeguarding outside of school, including extra-familial and intra-familial risks.
- Internet control, bespoke for the victim or perpetrator – this may be more stringent than for other pupils, particularly vulnerable pupils.
- Online activity, including parental control measures.
- Texting and social media activity, including reporting of incidents to school.
- School attendance, including punctuality.
- Modification to curriculum, part-time provision, including associated risks.
- Managed move respite and alternative provision, taking account of risks in both the main and subsidiary setting with continued monitoring and review.
- Cover, agency teachers and non-teaching staff engagement with the subject.
- School performances.
- PE & changing rooms/showers.
- Involvement in school activities and parental consent to photographic/video resources.

PLEASE USE THE NPCAT GENERIC RISK ASSESSMENT TEMPLATE ENSURING SIGNATURES ARE OBTAINED FROM THE PUPIL, PARENT/CARER, SCHOOL STAFF, AGENCY INVOLVEMENT.

Please upload the risk assessment to CPOMS

Appendix B: Restorative Conversation Record

St Joseph's Catholic Primary School Bullying Allegation/Report of Child on Child Sexual Violence and Sexual Harassment/Child on Child Abuse Restorative Conversation Record <i>A separate record is required for each child</i> <i>Please upload this report to CPOMS</i>			
Date of Incident	Names of Pupil	Year Group	Name of staff contact for incident
Date of restorative conversation	Name of Pupil	Year Group	Name of staff undertaking restorative conversation.
Can you tell me what happened?			
What were you thinking/feeling at the time?			
How have you been thinking/feeling since it happened?			
Who do you think has been affected by your actions? How were they affected?			
What could you do now to help make things right?			
How can we prevent this from happening again in the future?			
What can I do to help you?			
Additional notes (such as referral to agency support in school or external)			
Has there been a reconciliation meeting between the victim/perpetrator? (If no, please give reasons)			

Appendix C: Investigation Report Template

St Joseph's Catholic Primary School Bullying Allegation/Report of Child on Child Sexual Violence and Sexual Harassment/Child on Child Abuse Investigation Report <i>Please upload this report to CPOMS</i>	
Name of School	
Date(s) of incident(s)	
Date investigation commenced	
Name of staff member investigating incident [if child on child sexual violence and sexual harassment this must be the DSL/DDSL]	
Name(s) of pupil(s) involved [define as victim/perpetrator]	
Type of bullying [relevant to CPOMS categories] or if a report of Sexual Violence and/or Sexual Harassment	
Summary of incident	

Process of investigation	Evidence collected: [List all evidence collected, including witness statements taken]
	Evidence not collected: [List all evidence that could not be collected and why]
	Persons interviewed: [List all people interviewed. If appropriate, to include SENDCo/DSL]
	Persons not interviewed: [List any witnesses that could not be interviewed and why]
	Anonymised statements: [If any, explain why and provide details of any enquiries into witness]

The investigation findings	Summary of written and physical evidence: [name and summarise each document contained, set out how the evidence supported or did not support your findings and why]
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	Facts established: [detail what the investigation has established]
	Facts that could not be established: [detail any part of the investigation that was inconclusive]
	Mitigating factors: [detail if there were any mitigating factors uncovered that are relevant to the investigation, such as acting in self-defence, under duress, diminished or low cognitive ability, any other contributory factors by the victim]
	Other relevant information: [detail any other information that is relevant to the matter, such as intra-familial relationships and external influences, bereavement, mental health concerns, domestic abuse, etc]

Action required		Yes	No	By whom	Action status date	Review status date
Victim support checklist	risk assessment [see template]					
	referral to external agency [see referral form]					
	restorative conversation [see template]					
	sanction to be imposed, [subject to the School's Behaviour Policy and authorisation by senior leader]. Define sanction.					
	Other [such as support through vulnerable learners]. Explain below.					
Action required		Yes	No	By whom	Action status date	Review status date
Perpetrator support checklist	risk assessment [see template]					

	referral to external agency [see referral form]					
	restorative conversation [see template]					
	sanction to be imposed, [subject to the School's Behaviour Policy and authorisation by senior leader]. Define sanction.					
	Other [such as support through vulnerable learners]. Explain below.					

Signature of staff member undertaking investigation		Designation	
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Appendix D: Witness Statement Template

St Joseph's Catholic Primary School STATEMENT OF WITNESS

<i>Please upload this statement to CPOMS</i>				
Date of incident		Time of incident		Location of incident
Statement of:			Designation <i>(pupil/staff/other)</i>	
Name of person completing statement <i>(if different from above)</i>			Designation <i>(pupil/staff/other)</i>	
<p>This statement (consisting of [] pages) is true to the best of my knowledge and belief. <i>(This statement must be explained in a manner subject to the age and understanding of the child. Please add any notes as to how this has been explained, if required).</i></p>				
Signed:				
Signed on behalf of another or person completing statement:				
Signed by witness <i>(age appropriate):</i>				
Signed on behalf of another or person completing statement:				
Page number [] of []				

<p>St Joseph's Catholic Primary School STATEMENT OF WITNESS CONTINUATION SHEET</p>

Signed by witness *(age appropriate)*:

Signed on behalf of another or person completing statement:

Page number [] **of** []