

United Against Bullying School Case Study: Example record and response forms

How Laura Green Primary School developed record and response forms

Context of our anti-bullying work

We wanted to start recording possible bullying scenarios in one central place. We needed a system where any adult dealing with a possible bullying situation could record what happened, try to decipher who was the target, ringleader etc (following our training sessions) and make sure we used restorative practice to prevent this happening again. We also needed a system where someone checks in on these situations later and looks for patterns and ways to prevent recurrence.

What we hoped to achieve

Clear and effective evidence collection of possible bullying incidents - with decision on whether it is substantiated or not.

Easy system for all to use that is effective in looking for patterns and causes.

The action we took

During staff training we pinpointed the need for easy, clear recording of possible bullying scenarios. Discussed different ways to record, store and learn from these situations. Decided on a "record and response" form to be on Google drive (all have access to this) for everyone to use who works with our children.

Created the form using examples from the UAB website.

See an example of a blank form below.

Staff (inc all support staff and MTAs) are asked to spend time with the children involved in a possibly bullying incident and listen to everyone's views. Then complete the record & response form, download it, fill in a CPOM with the bullying tag, then upload the form.

SLT will check every form and look regularly for patterns, repeats of situations and also for triggers.

DOCUMENTS IN SUPPORT:



Bullying record & response form

Procedure to be followed:

Step 1

- secure the safety of the 'target '
- take action to end incident
- open up a record & response form, make a copy

Step 2

- identify the bullying group and the roles within it (refer to CPD slides for help)
- take action e.g. talk to the ringleader, reinforcers and assistants, aid with resolution of conflict, restorative practice, group time together, time with PSA, circle of friends etc
- make sure actions are SMART (specific and clear, measurable, achievable, realistic and give a time frame)
- educate/reinforce expectations around bullying with class if needed (refer to training slides for children)
- Complete the record & response form - share with SLT

Step 3:

SLT to monitor the record & response forms:

- What are the attitudes and values underpinning the behaviours?
- Do we need any whole school/class actions?
- What are the outcomes? What has changed for these children?
- Do we need to contact any outside agencies to support the target? Do we need a meeting with parents?

Date of incident	
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Time of incident	
Name and role of person completing incident sheet	
Date & time of completing response sheet	
Name of target(s)	
Names of other children involved and roles within group	Ringleader: Assistant: Reinforcer: Defender: Outsider:
Type of bullying	(i.e. physical, verbal, name calling, cyberbullying etc.)
Short account of what happened	
Was bullying due to personal targeting	(i.e. disability, race, faith, gender etc)
Is this a safeguarding issue? If yes, explain fully	
Have parents/carers been informed? Give dates.	

Has anyone else been informed?	
What action was taken?	
Has a CPOM been completed with this form attached?	
Bullying substantiated or unsubstantiated? Was it bullying or not?	(please put yes or no)

Impact and outcomes of the work

Forms are coming in regularly now. Only one has been substantiated as bullying so far. It encourages staff to report the scenarios but also to spend time on restorative work, discussions, sharing of views and opinions of our young people, often in a group together.

SLT are leading this but stepping in to take groups of children to a quiet space for conversation and reconciliation. Teachers have commented how children being given this forum and the time to sort things out is helping to reduce the number of incidents.

It is early to see any patterns emerging but there are two names that have cropped up in numerous forms - so SLT are spending time with those children to see if they need support. We fully appreciate that those who are ringleaders are often bullied themselves and have issues that need support in their wellbeing and self-image.

What we have learned

These forms will give us more patterns as time goes by.

Like any new system, we need to monitor and encourage their use to continue and not lose impetus. Staff initially thought the forms would take time to fill in so SLT completed some forms alongside staff who dictated their information. This has helped reassure everyone that this system will benefit all children and staff in the long term.