Anti-Bullying Policy
2020-21

Signature:

Gregg Mockridge
Head teacher

Approval Date: July 2020
Review Date: July 2021
Statement of Intent

At West Somerset College we are committed to providing a warm, caring and safe environment for all our students so that they can learn in a relaxed and secure environment.

- Bullying of any kind is unacceptable and will not be tolerated at our college.
- We take all incidents of bullying seriously.
- Bullying hurts.
- No-one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.
- We cannot resolve the bullying if we do not know about it

At West Somerset College, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Please be aware we are unable to deal with bullying if we do not know about it.

Aims and Objectives of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the college have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the college policy. This will happen in the following ways:

- The college will provide a safe and caring environment. All staff will be aware of their duty of care towards students and the need to promote well-being.
- The college will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- Bullying is unacceptable and will not be tolerated. Students will understand through assemblies, bulletins and in activities delivered in assemblies, anti-bullying activities during SSMC/PSHCE and during anti-bullying week and across the school curriculum that there is a zero tolerance approach to bullying behaviour.
- All reports of bullying will be taken seriously. Staff will know that they must act on instances of bullying which are brought to them and must involve the Head of Year and Senior staff where necessary and appropriate.
- Everyone will be listened to, will know it is “OK” to tell, who to tell and how.
- It will be made clear to all students that they can approach anyone at the college should they have a problem.
- All members of the college will treat each other with respect.
- All governors, teaching and non-teaching staff, pupils and parents/carers will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
• All pupils and parents/carers will know what the school policy is on bullying and what they can do if bullying occurs.
• Pupils and parents/carers will be assured that they will be supported when bullying is reported.
• Whole college initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
• A positive, caring ethos will be created within the college environment where everyone can work, and express themselves, free from the fear of being bullied.

Rationale:
In order for our students to achieve their best it is of central importance that we strive to provide an environment for all that is safe both physically and emotionally and is free from bullying.

The Education and Inspections Act 2006
Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Definition
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.

• Bullying and unkindness whether physical or emotional are entirely unacceptable at West Somerset College. It conflicts sharply with the college’s principles and we will always treat it seriously
• Bullying can take many forms such as name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
• In particular it is noted that peer-on peer abuse can be a form of bullying and, in line with the college’s Safeguarding Policy, any peer-on-pee abuse will be treated as a safeguarding matter and passed to the Designated Safeguarding Lead. Please refer to the safeguarding Policy for further information on peer-on-peer abuse.
• Bullying will never stop if it is kept secret and no one faces up to it. If you think someone else is being bullied, talk to a member of staff. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
• It is important to recognise that there is culpability if you see or are aware of bullying but do nothing about it. Neglecting to act makes the bystander complicit in the bullying. If you are aware of bullying happening in the college it should immediately be reported to a member of staff.
**Changes in behaviour** that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent requests for first aid with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Incidents could fall in the following categories:

- Any kind of behaviour that the victim is frightened to report.
- Bodily contact, which is aggressive and hurtful and is given without provocation.
- Persistent name-calling.
- Physical assault on persons and/or their property
- Persistent teasing.
- Any form of extortion.
- Persistent intimidation e.g. pushing and nudging.

**Specific Types of Bullying**

**Physical abuse:** Physical abuse may involve hitting, kicking, shaking, nipping or pinching, biting, and hair pulling or otherwise causing physical harm to another person. There may be underlying reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including the possibility of the harm being accidental, before considering the next action or sanction to be taken.

**Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault:** Problematic and harmful sexual behaviour can involve one or more children engaging in sexual discussions or act that are inappropriate for their age or stage of development. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. It is important staff are aware of child sexual violence and the fact children can, and sometimes do, abuse their peers in this way e.g. rape, assault by penetration and sexual assault.

**Sexual harassment:** we mean ‘unwanted conduct of a sexual nature’ this can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual jokes or taunting. Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (consider the experience of the individual involved) and displaying pictures, photos or drawings of a sexual nature.
Cyberbullying: The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur inside and outside of school. Cyberbullying 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.

Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Unlike other forms of bullying, cyberbullying can affect a child for 24 hours a day and invade their personal space and even enter the ‘safe’ home environment.

Cyberbullying can easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting: Sexting occurs when someone sends or receives a sexually explicit text, image or video. This includes sending nude pictures, rude pictures or nude selfies. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. Once the image is taken and sent, the sender loses all control of the image and these images could end up anywhere. By having in their possession or distributing indecent images of a person under 18, young people may be committing offences under the Sexual Offences Act 2003. Schools to use advice given in UKCCIS Sexting in Schools and colleges.

Initiation/Hazing: Hazing is a form of initiation ceremony which may be used to induct newcomers into a school, sports team, group or gang. Forms of initiation/hazing can vary from relatively mild rituals to severe and violent ceremonies. This practice is intended to create a bond between the newcomer and the existing members and is often deemed a rite of passage. Rituals often involve some form of humiliation, embarrassment, abuse or harassment.

Prejudiced Behaviour: The term prejudice-related bullying refers to a range of hurtful behaviour, both physically and emotionally, which causes the victim to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. Specifically, prejudices surrounding disability, special educational needs, ethnic, cultural or religious backgrounds, gender, home life (e.g. in relation to issues of care, parental occupation, poverty and social classes) and sexual identity (homosexual, bisexual, transsexual and transgender).
Bullying related to special educational needs (SEN) and disabilities: Children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

Bullying related to appearance or health conditions: Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight and other body image issues can result in bullying.

Bullying related to sexual orientation: Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual or transgendered (trans) person (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances: Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they’re not living with their birth parents or because they have fallen behind in their studies. Some students are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or Sexual bullying: Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Bullying Related to Race, Religion or Culture: Some surveys across the UK have found that a high proportion of bullied students have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying.
At West Somerset College staff, parents and children **MUST** work together to create a happy, caring, learning environment. Bullying be it verbal, physical or indirect is unacceptable and will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying behaviour and to deal with any incidents quickly and effectively. Bullying behaviour can be brought to the attention of staff either by the pupils who are affected, their friend(s), their parent(s) or other interested parties.

**Preventative Measures**
The ethos of the college will discourage any form of bullying behaviour and encourage good relations through the following measures:

- The use of CCTV cameras.
- The school’s Code of Conduct
- Student guidance and mentoring.
- Assemblies/Anti bullying focus days
- Thrive with PFSA to build self esteem
- Posters
- Display material in rooms/public spaces
- Vigilance of all e.g. duties, on time to lessons, general presence.
- PLC at lunchtimes for vulnerable students.
- 1:1 support as appropriate.
- Guidance to both students and parents in relation to the use of IT and mobile phones

Within the PSHCE **curriculum**, and other curriculum areas there will be a commitment to teaching and exploring the impact of bullying. This will help to:

- Raise awareness about bullying behaviour, its effect on emotional health and well-being, and how it will be combated.
- Develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- Build and maintain self-esteem.
- Promote positive role models and positive pupil/staff relationships.

**Action to be taken if Bullying has occurred**
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Careers and Appendix C: Anti-bullying coordinator procedures)

1. All students involved will complete statements. A concern will be raised on my concern.
2. The student who is bullied must be offered help within the pastoral structure of the school. Each case must be dealt with discreetly and sensitively. Interviews with parties must take place.
3. The parents of all the students involved should be contacted. Discussion of action strategies must take place hopefully with parental co-operation.
4. Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim will need support and strategies need to be used to rebuild the student’s self-esteem.
5. The student who bullies others however will need careful counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour. Counselling is available via the Learning Support Centre and the school counsellor.
6. Governors must be kept fully informed of cases of bullying and in the more severe cases Governors may need to be involved with any disciplinary action taken e.g. exclusion.

7. Responses will vary depending on the nature of the incident, but may include:

- Assertiveness training through Thrive;
- Head of Year, HLTA, PFSA or Emotional Worker support;
- Involvement of external agencies;
- Monitoring by tutor/Head of Year; peer support/peer mentoring;
- Use of Acceptable Behaviour Contract (ABC) contract;
- Alternative to Exclusion;
- Safety plans;
- Fixed term exclusion.

Student Guidelines
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Carers and Appendix C: Anti-bullying coordinator procedures)

What to do if you think you are being bullied:

- Do not keep bullying to yourself, it will be dealt with;
- Tell your tutor or any other adult in college you trust if you are being bullied;
- Tell your tutor or any other adult in college you trust if you know someone who is being bullied;
- Tell a parent/carer if you are being bullied;
- Tell a parent/carer if you know someone who is being bullied;
- Email the safeguarding email address at WSCSafeguarding@educ.somerset.gov.uk;
- Write it down on a piece of paper with your name on it and post it to one of the 4 bullying post boxes around school;
- Tell them again if the bullying does not stop in school or if it continues outside school;
- Try not to show you are upset, which although difficult, will help discourage the bully; Try to appear confident; Just walk past if people call you unpleasant names; Tell yourself you don’t deserve to be bullied;
- If you feel threatened walk away;
- Continue to inform adults at college or parents/carers at home if the bullying is continuing;
- Ensure social networking sites are only accessible to invited friends; Block individuals who upset you.

Parent / Carer Guidelines
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Carers and Appendix C: Anti-bullying coordinator procedures)

What to do if you think your child is being bullied:

- Inform the student they are doing the right thing by reporting it;
- Contact his or her tutor immediately;
- Email the safeguarding email address at WSCSafeguarding@educ.somerset.gov.uk;
- Get your son or Daughter to write it down on a piece of paper with your name on it and post it to one of the 4 bullying post boxes around school;
- Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone;
• Listen to what your child says; try to establish that the problem really is bullying and not something else;
• Learn how your child uses information and communication technology and familiarise yourself with safe practice;
• Help your child to deal with the problem by him or herself. Be tactful; Do not encourage retaliation. This rarely helps and may only make things worse for your child;
• Keep asking about the bullying, if it has not stopped inform the college.

Staff responsibilities
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Carers and Appendix C: Anti-bullying coordinator procedures)

All staff have the responsibility to:
• Inform the student they are doing the right thing by reporting it;
• Model appropriate behaviour in relationship with other staff and with students.
• Confront bullying in any form
• As Bullying is potentially a safeguarding issue and must be regarded as such, staff must record all incidents reported on My Concern on the same day of report.
• Take appropriate action (and refer to Tutor/Head of Year/SLT as appropriate)
• Promote the use of a range of learning strategies which challenge bullying.

Bullying - Head of Years responsibilities
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Carers and Appendix C: Anti-bullying coordinator procedures)

The Head of Years have the primary responsibility of dealing with bullying incidents. In addition to the above, they also have the responsibility to:
• Inform the student they are doing the right thing by reporting it;
• Listen to all parties involved in incidents;
• Investigate incidents promptly and as fully as possible;
• As Bullying is potentially a safeguarding issue and must be regarded as such, staff must record all incidents reported on My Concern on the same day of report;
• Respond to all incidents reported on My Concern and record actions and updates;
• Complete the log of incidents for persistent bullying, with particular reference to ‘form’ of bullying (racist, sexist, homophobic etc.);
• Share with parents/carers of the victim and aggressor, incidents of bullying;
• Call upon the support of external agencies/police if and as appropriate;
• Monitor the situation over a period of time with parents and students and do not close until updates of monitoring are on myconcern and the bullying has stopped.

Bullying - Senior Leadership Team responsibilities
(See Appendix A: Resolving it together flow chart for students, Appendix B: Anti-bullying procedures for students, staff and parents/Carers and Appendix C: Anti-bullying coordinator procedures)

The Senior Leadership Team have, in addition to the above responsibilities, the responsibility to:
• Inform the student they are doing the right thing by reporting it;
• Promote open management styles which facilitate communication and consultation within the college and relevant outside agencies when appropriate
• As Bullying is potentially a safeguarding issue and must be regarded as such, staff must record all incidents reported on My Concern on the same day of report.
• Promote the use of interventions which are least intrusive and most effective
• Monitor types of bullying and instigating responses, as appropriate

BULLYING INFORMATION, SUPPORT & HELP-LINES

Additional sources of guidance and information: Outside agencies who can offer support are:

• Childline: 0800 1111
• NSPCC: 0800 800 5000
• Samaritans: 08457 90 90 90
  childline.org.uk – contains tips and resources for victims
• bullying.co.uk – help and advice for victims, parents and schools
• nspcc.org.uk – help and advice for parents and families
• Kidscape www.standuptobullying.co.uk Advice for parents and children about dealing with bullying.

Useful reading:

'Bullying; Wise Guide' by Michele Elliott
'Don't Pick on Me: How to Handle Bullying' by Rosemary Stone
'Your child bullying' by J Alexander
'101 Ways to deal with bullying' - a guide for parents, by M Elliott
'Keeping Safe: A practical guide to talking with children, by Kidscape
'Helping children cope with bullying' by S Lawson
'Confident children: a parents’ guide to helping children feel good', G Lindenfield
'Bullying and how to fight it: A Guide for families', by A Mellor
'Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
'The bullying problem: How to deal with difficult children, by A Train

Limits of the Policy

Where bullying occurs in and on school trips, this policy will be applied. If bullying takes place out of school but there is a school connection, the school will, if it is in our power, take action. If the bullying takes place out of school and there is no school connection, this policy cannot be invoked but the school may offer support where appropriate.
Appendix A: Anti Bullying Flow Chart

I think I’m being bullied

What does it look like?

1) It happens more than once
2) It’s deliberate
3) It’s unfair

1) My friend is sometimes nasty
2) I’ve had an argument with my friend
3) I’ve had a one-off fight

What happens next?

Tell a member of staff/Report in Bully-Box/Get a parent to contact the school. Email concern to wscsafeguarding@educ.somerset.gov.uk

How will I be supported?

- A member of staff will talk to you and record what you have said on my concern
- We will make sure you feel safe to learn
- We will work with the students involved to make sure it doesn’t happen again
- We will regularly check to see if you are feeling safe and happy at school
- All parents will be contacted
- If the issue recurs or continues, we will use the ‘Resolve it together technique.

Resolve it Together Technique

Step 1: ‘Restorative Justice’
A meeting will be agreed with students before.
Each student needs to agree to:
- Respect each other
- Take it in turns to speak
- Be serious
- Want to solve the problem

Step 2: ‘Hearing both sides of the story’
Each student will have the chance to say what he/she thinks happened

Step 3: ‘Sharing Feelings’
Each student has the chance to say how he/she feels about the situation.
Then each student has the chance to say how he/she thinks the other person might be feeling.

Step 4: ‘Finding Solutions’
The students think of what they can do to make the situation better for them both.

Step 5: ‘The Agreement’
The students choose a solution. A safety plan may be put in place.

We will regularly check to make sure that all of our students feel safe and happy at school.
Appendix C: Anti-bullying Coordinator Procedures

WSC Bullying Coordinator – procedures

Daily, the bullying co-ordinator will:

- Check My Concern safeguarding system for new bullying concerns raised by staff
- Check the bullying post boxes for new concerns raised by students
- Check the WSCSafeguarding email inbox for concerns raised by parents
- If using - check the WSC Whisper site and safeguarding phone for new concerns raised via Whisper

Upon receiving a bullying concern, the bullying co-ordinator will:

- If the concern was not raised using My Concern, open a new concern.
- Allocate a Year Group and assign an appropriate concern category.
- Using My Concern, set tasks for the relevant Achievement Leader to deal with the issue.
  Tasks should include:
  - Taking statements from victim, alleged perpetrator and witnesses
  - Discuss outcomes of statements with the victim
  - Inform all sets of parents of next steps and sanctions

Following a concern, the bullying co-ordinator will:

- Check that tasks have been completed to an acceptable standard and chase staff where tasks are incomplete or not completed to a high standard
- Check that outcomes are detailed clearly on My Concern and chase staff where more detail is required
- Set tasks to ensure that a member of staff checks in with students and parents to ensure that the bullying has stopped. The concern will not be closed until this has been done twice.
- Close the concern only when it is clear that the Achievement Leader has resolved the bullying and that this has been confirmed by students and parents. Where this is not clear the bullying co-ordinator will task the relevant Achievement Leader with further actions, the concern should not be closed until it is clearly resolved.

Half termly, the bullying co-ordinator will review bullying concern data and submit to SLT and Governors.
Appendix D: West Somerset College Written Statement

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year and Tutor Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tune and Place of incident:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Names of other students present:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Describe what happened? Include all details, names and location

<table>
<thead>
<tr>
<th>Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

I am signing this statement as it is a true reflection of what happened during the incident

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

14