

Bawdsey CEVC Primary School Anti-Bullying Policy



Approved by: FGB

Last reviewed: June 2024 (Checked guidelines Sept 2024)

Next review due by: September 2025

Introduction

At Bawdsey we want the children to be resilient, caring and courageous advocates who know they are equal with others and who are excited to explore the world around them. In line with our values, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and to help them maximize their potential.

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 Bawdsey CEVC Primary School 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 Suffolk Guidance for Schools on Bullying and Dealing with Prejudice Related Incidents in School publication. We complete the annual return on the number of racist, disability and prejudice related incidents. The details of these are kept in our Prejudice Related Incidents file, and this documentation is brought to the attention of all staff on an annual basis.

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

At Bawdsey CEVC Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team. This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision.

Aims of the Policy

The aims of this policy are:

- To work towards ensuring an environment where all children feel safe, happy and secure in school.
- To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- To ensure that all pupils, staff, parents/ carers and governors have an understanding of what bullying and prejudice mean and their impact on the victim's emotional well-being.

- To ensure that all pupils, staff and parents/ carers have guidance and strategies to deal with and resolve bullying and prejudice-related incidents when they occur.
- To eliminate racism, sexism and prejudice in our school.
- To encourage children to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.
- To ensure that the curriculum teaches why bullying/prejudice is unacceptable and how it can be dealt with.

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, teaching assistants and support staff.
2. **Governors** - The policy was presented and agreed at a full Governing Body meeting. The head teacher also reports to governors about behaviours in school on a termly basis.
3. **Parents and Carers** -Parents and Carers are made aware of the behaviour and anti-bullying policy.
5. **Other partners**- Auxiliary or agency teachers/ instructors will be made aware of our policies and expectations.

This policy is available:

- Online on the school website
- From the school office
- Child friendly versions are on display in school- e.g expectations of behaviour/what to do if they are experiencing bullying.

Definition of Bullying

The Anti-bullying alliance defines bullying as:

'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 online.'

We consider bullying to be:

Repeated, deliberate behaviour that makes another person feel threatened, distressed, hurt or upset. There is often no remorse from the bully and there is no effort to resolve the problem.

We acknowledge that on occasion the distress caused may not be a conscious intention on the part of the perpetrator and that this will depend on the perpetrator's ability to understand the consequences of their behaviour.

Relational Conflict is different in that there is equal power and incidents happen occasionally and are more than likely to be accidental. Additional characteristics are the expression of remorse by the perpetrator and an effort to solve the problem between parties.

We acknowledge that there are isolated cases where relational conflict develops into bullying over time and therefore, we monitor incidences of relational conflict carefully to support parties in resolving the conflict and prevent it from becoming more serious.

Definition of Prejudice-Related Incidents

- A **racist incident** is any incident which is perceived to be racist by the victim or any other person.
- A **sexist incident** is any incident which is perceived to be sexist by the victim or any other person.
- A **disability-related incident** is any incident which is perceived to be so by the victim or any other person.
- A **homophobic-related incident** is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

Forms of Bullying and Prejudice-Related Incidents

Types of Bullying (This is not an exhaustive list)

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber - posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Racist Bullying: This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying: This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Bullying of Vulnerable Groups: We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals

- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

Action we can take to prevent bullying/prejudice-related incidents

We aim to create an atmosphere in school where victims of bullying/prejudice feel able to tell an adult what is happening; put their side of the argument; and know that they will be listened to and heeded. Also, children accused of bullying/prejudice behaviour should feel able to tell their side of the story and be listened to.

How this can be achieved:

- Raise the awareness of what bullying and prejudice are through direct teaching - PSHE, RSE and incidental discussions, including assemblies and use of 'No Outsiders, All different. All welcome' resources.
- All members of the school community creating a caring, calm, ordered and friendly atmosphere in school.
- Parents/ Carers are informed of incidents of bullying/prejudice by the child's class teacher/Senior Leadership Team and offered advice on how to support their child, be they victim or perpetrator.
- Children feel valued, by means of teaching through the curriculum and displays; recognition of achievement; rewards and celebrating varied heritages.
- Ensure that consistent behaviour management and high-quality activities are available at playtimes and lunchtimes.
- All members of the school community follow policy and are consistent when handling incidents.
- The promotion of anti-bullying/prejudice campaigns, eg Anti-Bullying Week (which includes a bullying survey)
- Canvass pupils' views on the extent and nature of bullying.

Action we can take to prevent bullying/prejudice-related incidents- 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.

- 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 leaders 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.
- A behaviour log is kept by all teachers to ensure that patterns of behaviour can be spotted quickly. This can help determine if one pupil/groups of pupils are being targeted due to their race, religion, disability etc.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/ behavioural/ attachment issues and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils. In September 2020, we became a THRIVE school. All children have access to a trained THRIVE Counsellor, who can provide sessions at the school. We have also achieved our Sandwell Mental Health award within the school.

Other strategies include:

- Observing pupils and advising on new teaching strategies.
- Supporting Personal Learning Plans
- Circle time
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building
- Drop-in advice sessions with staff
- SEND referral - PLPs formulated and strategies to support
- Educational Psychologist referral
- Regular meetings with parents/ carers

Signs and Symptoms of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. It should also be noted, in line with advice in KCSIE 2023, that individuals with Special Educational Needs may be particularly vulnerable, particularly where communication is a barrier.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, use of the Andrew Moffatt 'No Outsiders. Everyone's Different. Everyone's Welcome' resources, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents/ carers are included in newsletters and on the school's website. E-safety workshops are held to raise parents'/ carers' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying or Prejudice Related Incidents

All prejudiced behaviour should be treated as a serious matter. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the

situation. A failure to respond could be seen as condoning prejudiced behaviour and could discourage pupils and parents/carers from reporting incidents and sharing their concerns with staff.

Prompt, appropriate and consistent responses from all members of staff can encourage pupils who might otherwise suffer in silence to report incidents and share their concerns and worries. In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, **it is important that it is the behaviour that is disapproved of and not the pupils themselves.**

Effective action could include:

- drawing the alleged perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- correcting any misinformation that was used as part of the prejudice related behaviour;
- where an assurance is forthcoming, asking the pupil to apologise for his or her action, where possible, mediate between the children or young people;
- investigating the background or particular circumstances which led up to the incident - witnesses should be sought to verify the account;
- referring the matter, where appropriate, to a senior member of staff for disciplinary action;
- arranging a meeting or informing the parents/carers in order to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is any repetition (if such behaviour appears to be condoned or encouraged by the parents/ carers, staff should refer the parents/ carers to the Headteacher);
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment that might help and encourage the pupil to overcome his or her prejudices and to desist from engaging in similar behaviour in the future;
- considering what can be offered in the form of Early Help to support both victim and alleged perpetrator
- checking the recording and reporting data to see if the pupil has been involved in any earlier incidents. If this is the case, a senior member of staff should meet with the parents / carers of the alleged perpetrator. The meeting should enlist the support of these parents and carers to stop such behaviour and to stress that a similar incident in the future could have serious consequences for the child. In some cases, this could lead to a fixed-term or permanent exclusion and possible action by the police if the aggrieved victim took action against the alleged perpetrator.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously

- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember

- Bullying can have a huge negative impact on children - in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

Recording and Reporting Procedures

Members of school staff may not be sure when they should record an incident as prejudice-related following remarks made by children related to ethnicity, culture, religion, disability or homophobia. The following questions may be helpful to assist this decision.

If the answer to any of the following 3 questions is 'Yes' then the incident should be recorded:

- was anyone offended/hurt/upset by the remark?
- would a representative of the community concerned have been offended? (If in doubt, record.)
- was the way the remark was formulated or delivered derogatory, mocking or negative about the group or individual or character concerned? (If in doubt, record.)

Every incident that is perceived to be based on prejudice should be reported and recorded, however minor it may appear at the time.

- All bullying or prejudice related incidents (except racist) must be recorded on the appropriate School Bullying Report Form (See Appendix 1).
- Prejudice-related incidents must be recorded on the Prejudice-related Incident Report Form (See Appendix 2).
- The above forms are kept in the 'Safeguarding and Concern Forms' folder in the staffroom when completed they are then are to be given to a member of the Senior Leadership Team and locked in the Headteacher's office.
- Completed forms must be passed on to the Headteacher. All completed forms will be kept securely in the designated folder in the locked cupboard in the Headteacher's office.
- The Headteacher will be responsible for overseeing the reporting procedure and monitoring the incidence of prejudice related incidents on a regular basis.
- The information provided by these records will be reported to governors by the Headteacher and provide data for the annual statistical return to the Local Authority. It is a legal requirement for racist incidents to be reported and it is recommended as best practice for disablist and

homophobic incidents also to be reported to the Local Authority via the Headteacher's report to the governors.

The completion of School Bullying Report Forms and Racist Incident Report Forms will be undertaken by teachers and teaching assistants. Other members of staff should report incidents to the Class Teacher or a member of Senior Leadership Team for action to be taken.

Following up an incident

It is often helpful, once the immediate situation has been dealt with, for staff to reflect on the incident, to consider what further action may be necessary in respect of the perpetrator and victim and to see if there are any lessons to be learned from the experience.

Effective action could include:

- Considering the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour;
- Checking data records to see if the pupil has been involved in any previous incidents. If further incidents have been previously reported, the Class Teacher will meet with parents/ carers to discuss possible action;
- Monitoring the perpetrator's future behaviour;
- Considering which other members of staff need to be informed, for example, the Headteacher or Class Teacher;
- Checking to see if there are any times in the school day, or any places in the school, where pupils feel particularly vulnerable and take action to minimise this where possible;
- Considering follow up activities such as assemblies, further PSHE sessions or Thrive, taking care to consider the possible repercussions;
- Asking all members of staff to keep a protective eye on a known victim(s) of prejudice and taking positive steps over time to build up their trust and to encourage them to report any further incidents;
- Making sure all members of staff are alert for other pupils who may be suffering in silence;
- Asking all members of staff to keep a watchful eye on known perpetrators to prevent further prejudiced incidents.

Consequences & Support

Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of bullying. It is, therefore, essential that the perpetrator is helped to understand the impact of their actions; the reasons for their actions and then given strategies and support to prevent recurrence. This may require long-term in-school support and the involvement of external agencies.

Consequences may include: loss of playtimes (at break time and/or lunch time), isolation from Childs peers and/or exclusion.

Support for the victim may include: 1:1 time with an adult to help build self-esteem; Child support; a "trusted" adult at lunchtime who is fully aware of the issues and can offer protection; regular home-school contact between parents/ carers and teachers; "open-door" policy for parents/ carers with class teacher and senior leaders; access to nurture group facilities.

Support for the perpetrator may include: 1:1 time with an adult to help build self-esteem and social skills during Thrive; social skills group work (PRU Outreach); Child support; a "trusted" adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-school contact between parents/ carers and teachers; "open-door" policy for parents/ carers with class teacher and senior leaders; access to nurture facilities; Pastoral Support Programme if a risk of permanent exclusion.

Conclusion

We will not be able to eradicate bullying entirely, but by becoming vigilant and raising the awareness of the children to bullying as a cause for concern, we reduce the general level of bullying within the school, and ensure that incidents are reported and dealt with promptly.

The Role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- The Governing Body responds within ten days to any request from a parent/ carer to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the Governing Body. If parent/ carer is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the Class Teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the Governing Body via the Chair.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is unacceptable behaviour.
- The Headteacher ensures that all staff, including support staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

The Role of all Staff

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the Class Teacher will inform the child's parents and the Headteacher. There is an anti-bullying proforma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it. This will be kept in the Headteacher's office.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately as stated above.
- All members of staff have sufficient training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

The Role of Parents/ Carers

Parents/ Carers have an important part to play in our anti-bullying policy. We ask parents/ carers to:

- Look out for unusual behaviour in their children;
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- Inform school immediately if they suspect that their child is a victim of bullying. All complaints will be taken seriously and appropriate action will follow.
- Avoid speaking directly to the suspected perpetrator or perpetrator's parents/ carers or involving an older child in *dealing with* the bully. Please inform school immediately and we will deal with it following the school procedures.
- Advise your child not to fight back. Fighting back can make matters worse.
- Reassure your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents/ carers have a responsibility to support the school's Anti-bullying Policy, actively encouraging their child to be a positive member of the school.
- If a parent/ carer is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by:
 - Initially contacting the Class Teacher.
 - Contacting the Headteacher if the problem is not addressed.
 - Contacting the Governing Body via the Chair if the problem persists further.

The Role of Children

What Can Children Do If They Are Being Bullied?

Each term or when incidents occur, Class Teachers will discuss bullying and reinforce the following strategies through class discussion, assembly or PSHE time:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside - say "No!". Walk confidently away. Go straight to a Teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable, please save them and show them to an adult. **DO NOT RESPOND TO THEM.**
- Fighting back may make things worse - don't do it.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if You Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

Transition

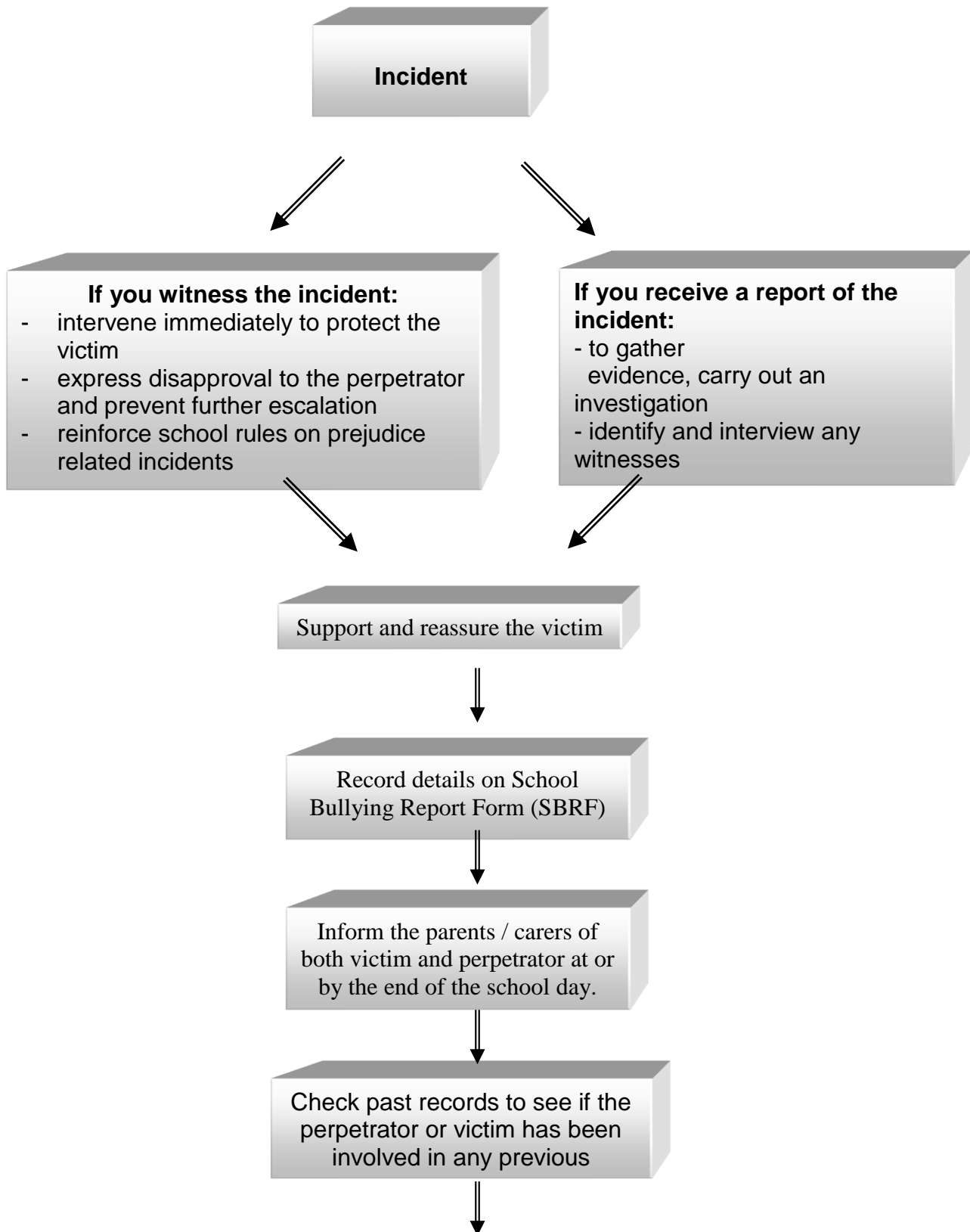
Bawdsey CEVC Primary School will undertake to liaise fully with Key Stage 3 when transferring children to the secondary setting. They will also liaise with Early Years settings when children transfer to Bawdsey. This will involve attending reviews and meeting with colleagues from the various settings. All children will be made aware the (age-appropriate) expectations of them and their new settings rules/policies.

Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy. This Anti-Bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's Anti-Bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

Dealing with a Prejudice-Related Incident

A Step-by-Step Checklist



Consider and implement any immediate or longer-term follow-up action arising from the incident



Consider and address any general lessons for existing school policy and practice to be addressed through the School Development Plan

SCHOOL BULLYING REPORT FORM

1. School/Establishment

2. Date and time incident reported

3. Person who reported incident

Victim Other (please specify)

4. Type of incident (please tick)

| | | | |
|---|--------------------------|---|--------------------------|
| <i>Extortion</i> | <input type="checkbox"/> | <i>Personal possessions taken/damaged</i> | <input type="checkbox"/> |
| <i>Isolation/Being Ignored or Left Out</i> | <input type="checkbox"/> | <i>Written</i> | <input type="checkbox"/> |
| <i>Physical</i> | <input type="checkbox"/> | <i>Spreading Rumours</i> | <input type="checkbox"/> |
| <i>Verbal (Name-Calling, Taunting, Mocking)</i> | <input type="checkbox"/> | <i>Intimidation/coercion</i> | <input type="checkbox"/> |
| <i>Cyber (Email, Internet, Text)</i> | <input type="checkbox"/> | <i>Graffiti</i> | <input type="checkbox"/> |
| <i>Other (please specify)</i> | <input type="checkbox"/> | | <input type="checkbox"/> |

If you feel the incident was motivated by any of the following please tick

| | | | |
|----------------------------------|--------------------------|--|--------------------------|
| <i>Appearance</i> | <input type="checkbox"/> | <i>Racism/Ethnic Origin *</i> | <input type="checkbox"/> |
| <i>Disability/SEN</i> | <input type="checkbox"/> | <i>Sexual Orientation</i> | <input type="checkbox"/> |
| <i>Gender/Sexism</i> | <input type="checkbox"/> | <i>Transgender</i> | <input type="checkbox"/> |
| <i>Faith, Religion or Belief</i> | <input type="checkbox"/> | <i>Home Circumstances including Looked After Child (LAC/CiC)</i> | <input type="checkbox"/> |

* *Reminder: These incidents should be recorded separately.*

Details of Young People involved

| | Names | Year Group | Gender | Ethnic Origin Code (refer to school census data) | Role* |
|---|-------|------------|--------|--|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |

*Role: **V** Victim **P** Perpetrator(s) **A** Associate **B** Bystander

5. Have parents/carers of victim been informed? Yes No

Have parents/carers of perpetrators been informed? Yes No

Repeat victim? Yes No

6. Brief summary of incident (including location)

7. Perpetrator known to victim (by sight or name)

Yes No

Known details:

Repeat perpetrator?

Yes No

8. Summary of Agreed Action (including future preventative work)

Record completed by

Date

Signature of Designated Member of SLT

PREJUDICE-RELATED INCIDENT REPORT FORM (DESIGNATED PERSON)

| | |
|--|---|
| Name of Victim _____ | Name of Perpetrator _____ |
| Repeat Victim <input type="checkbox"/> | Repeat Perpetrator <input type="checkbox"/> |
| Comment _____ | Comment _____ |

Appropriate action agreed to be taken (this should be agreed with all involved)

| With the perpetrator(s) | With the victim(s) | By the school |
|---|--|--|
| <input type="checkbox"/> Apology to the target(s) | <input type="checkbox"/> Comfort and reassurance | <input type="checkbox"/> Class/peer group workshop |
| <input type="checkbox"/> Sanction | <input type="checkbox"/> Medical treatment | <input type="checkbox"/> Letter to parents/guardians |
| <input type="checkbox"/> Notify parent/guardian | <input type="checkbox"/> Notify parent/guardian | <input type="checkbox"/> Campaign e.g. posters |
| <input type="checkbox"/> Internal exclusion | <input type="checkbox"/> Internal exclusion | <input type="checkbox"/> Initiative with learning community/local authority |
| <input type="checkbox"/> Exclusion | <input type="checkbox"/> Buddying, mentoring or peer support | <input type="checkbox"/> Staff/governor training |
| <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity) | <input type="checkbox"/> Personal safety awareness | <input type="checkbox"/> Review of assembly topics |
| <input type="checkbox"/> Restorative justice | <input type="checkbox"/> Counselling | <input type="checkbox"/> Review of support system |
| <input type="checkbox"/> Notify police (if criminal activity) | <input type="checkbox"/> Restorative justice | <input type="checkbox"/> Reviewing school aims including SMSC |
| <input type="checkbox"/> Set review dates | <input type="checkbox"/> Set review dates | <input type="checkbox"/> Monitoring/analysing trends in previous prejudice-related incidents |
| <input type="checkbox"/> Other (please describe below) | <input type="checkbox"/> Other (please describe below) | <input type="checkbox"/> Review of behaviour policy |
| _____ | _____ | <input type="checkbox"/> Contact Suffolk Hate Crime Service |
| _____ | _____ | <input type="checkbox"/> Set a date for review discussion with parents/ carers |
| | | <input type="checkbox"/> Other (please describe below) |
| | | _____ |

| |
|--|
| Follow up date for review: _____ |
| Outcomes of action taken: _____ |
| _____ |
| Completed by: _____ (please sign and print name) |
| Role: _____ Date: _____ |

This prejudice-related incident form has been developed by the Equalities and Minority Ethnic Attainment Team, Learning and Improvement Service. For an electronic version please see the Inclusion and Equalities section of the Suffolk Learning website www.suffolklearning.co.uk

PREJUDICE-RELATED INCIDENT REPORT FORM (STAFF)

School/Establishment: _____

| | |
|---|---|
| Incident reported by: | Position (e.g. Parent/Pupil/TA): |
| Date of incident: _____ Time of incident: _____ | |
| Location of incident: _____ | |

Details of people involved

| | Names | Gender F/M | Year group staff/parent/ adult | Ethnic Origin Code (refer to school census data) | Role* | SEN(s)/ Disability(d) |
|---|-------|---------------|--------------------------------------|---|-------|--------------------------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

* V = Victim P = Perpetrator A = Associate W = Witness D = Defender

Type of incident (please tick or state)

Racist
 Faith, Religion or Belief
 Sexist
 Sexual Orientation
 Disabilist
 Transgender
 Other

Nature of Incident

| | | | |
|----------------------|--|---|---|
| Physical assault | <input type="checkbox"/> Name calling / verbal | <input type="checkbox"/> Graffiti | <input type="checkbox"/> Offensive badges or insignia |
| Offensive literature | <input type="checkbox"/> Incitement of Others/coercion | <input type="checkbox"/> Refusal to cooperate | <input type="checkbox"/> Deliberate exclusion/ ostracism |
| Cyber bullying | <input type="checkbox"/> Extorsion | <input type="checkbox"/> Spreading rumours | <input type="checkbox"/> Directed at someone the victim associates with |
| Written | <input type="checkbox"/> Intimidation/threat | <input type="checkbox"/> Taking/damaging of possessions | <input type="checkbox"/> Other (please specify) _____ |

Brief description of the incident

(continued overleaf)

PREJUDICE-RELATED INCIDENT REPORT FORM (STAFF)

School/Establishment: _____

| | |
|---|---|
| Incident reported by: | Position (e.g. Parent/Pupil/TA): |
| Date of incident: _____ Time of incident: _____ | |
| Location of incident: _____ | |

| Details of people involved | | | | | | |
|----------------------------|-------|---------------|--------------------------------------|---|-------|--------------------------|
| | Names | Gender F/M | Year group staff/parent/ adult | Ethnic Origin Code (refer to school census data) | Role* | SEN(s)/ Disability(d) |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

* V = Victim P = Perpetrator A = Associate W = Witness D = Defender

| Type of incident (please tick or state) | |
|--|--|
| <input type="checkbox"/> Racist <input type="checkbox"/> Faith, Religion or Belief | <input type="checkbox"/> Sexist <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Disabilist <input type="checkbox"/> Transgender <input type="checkbox"/> Other _____ |

| Nature of Incident | | | |
|----------------------|--|---|---|
| Physical assault | <input type="checkbox"/> Name calling / verbal | <input type="checkbox"/> Graffiti | <input type="checkbox"/> Offensive badges or insignia |
| Offensive literature | <input type="checkbox"/> Incitement of Others/coercion | <input type="checkbox"/> Refusal to cooperate | <input type="checkbox"/> Deliberate exclusion/ ostracism |
| Cyber bullying | <input type="checkbox"/> Extorsion | <input type="checkbox"/> Spreading rumours | <input type="checkbox"/> Directed at someone the victim associates with |
| Written | <input type="checkbox"/> Intimidation/threat | <input type="checkbox"/> Taking/damaging of possessions | <input type="checkbox"/> Other (please specify) _____ |

| Brief description of the incident |
|------------------------------------|
| <p>(continued overleaf)</p> |

DON'T SUFFER IN SILENCE

Advice for parents and families on how to support their children and the school in combating Bullying and Prejudice

Although it is not possible to eradicate bullying entirely, your child's school has an Anti-Bullying policy and uses it to reduce and prevent bullying.

Bullying is repeated, deliberate behaviour that makes another person feel threatened, distressed, hurt or upset. Occasionally, the distress caused may not be consciously intended by the perpetrator - this will depend upon the perpetrator's age and ability to understand the consequences of their behaviour.

It is not acceptable in school (or in UK law) for any person to show **prejudice** through **racist, homophobic or disablist** behaviour. Any incident that is perceived to be racist, homophobic or disablist, by the victim or any other person, will be investigated and recorded by the school. The perpetrator and victim of such prejudice behaviour will be treated in accordance to the school's policy.

Normal Child Conflict or Bullying?

It is important that children understand what is bullying and what is normal Child conflict.

| Normal Child Conflict or Bullying? | |
|---|--|
| Normal Child Conflict | Bullying |
| Equal power or friends. | Imbalance of power - not friends. |
| Happens occasionally. | Repeated unwelcome actions. |
| Accidental or not pre-meditated harm. | Deliberate harm or the threat of physical or emotional harm. |
| Not seeking power or attention. | Seeking power, control of material things. |
| Generally not trying to get something. | May attempt to get material things or power. |
| Remorse - will take responsibility. | No remorse - may blame the victim. |

Parent and families have an important part to play in helping schools deal with bullying and prejudice related behaviour.

Discourage your child from using bullying/prejudice behaviour at home or elsewhere.

Show your child how to resolve difficult situations without using violence or aggression.

Signs of Bullying:

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- refuses to go outside at break times or refuses to stay at school for school dinners
- requests to change classes or school
- behaves immaturely, i.e. the child reverts to a previous behaviour such as thumb-sucking
- becomes withdrawn, clingy, moody, uncooperative or non-communicative
- finds it difficult to concentrate or school performance deteriorates
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine - time leaving or route taken to/from school
- is unwilling to go to school (school phobic)
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self-harms (eg scratches themselves)
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone

- is nervous or jumpy when a text/MSN message or email is received
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
 - Mencap: www.mencap.org.uk
 - Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational LGBTQ+
- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame