



Anti-Bullying Policy

This policy was updated: October 2016

This policy will be reviewed: September 2017

Statutory policy: No

Source: LA/School

Anti-Bullying Policy

Our School Vision

Together, the best that we can be.

Our School Mission

Reflecting Christian Values expressed in all aspects of the school's life displaying acceptance and mutual respect.

Caring and Nurturing with children and adults having high expectations, celebrating success and making their contribution to a safe, fun, positive and stimulating environment.

Exceptional Children who are encouraged to make exceptional progress in academic, creative, moral, social and spiritual development and to become lifelong learners.

Partnerships with strong relationships between children, families, staff, governors, the church and the community as a whole.

Introduction

At Ravenshead C of E Primary School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. Bullying of any kind is unacceptable at our school.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

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

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- through regular agenda items at staff meetings, consultation, weekly morning briefing Key Stage meetings.
- Governors - discussions at governors meetings, training.
- Parents/carers – through a focus group to discuss the policy and information to be included in a parents/carers' guide (when this policy was originally written in 2014)..
- Children and young people - contribute to the development of the policy through the school council, circle time discussions, PSHE.
- Taking into consideration the Nottinghamshire Guidance for Schools: Bullying and Prejudice-Related Incidents.

This policy is available

- Online at www.ravensheadcofe.co.uk.
- From the school office.
- Child friendly versions are on display, are available on the school website and also available from the main reception area.
- A shorter version is available for all parents/carers in the form of a leaflet available on the school website or from the main office entrance hall.

Roles and responsibilities

The Strategic Head teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinators in our school are:

Sophie Keightley (Head of Pupils and Personnel)/ Helen Thomas (Strategic Head).

The responsibilities are:-

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

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is:

Lyndsey Park

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

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

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

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

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

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex/gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

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

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

Cyberbullying

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

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

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

Cyberbullying can include:-

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

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

Bullying can take place between:

- young people
- young people and staff
- between staff

Reporting and responding to bullying

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

Incidents of bullying can be reported either verbally or in written form. All incidents can be reported to any member of staff who will look into the matter and will also inform both the Strategic Head Teacher (Mrs Helen Thomas) and the Head of Pupils and Personnel (Mrs Sophie Keightley). All reported incidents will be taken seriously and investigated involving all parties. Where deemed necessary, a member of the senior leadership will be involved.

To report an incident:

Children can speak or write to:

- their class teacher
- a teaching assistant
- a midday supervisor
- their Key Stage Coordinator (Mrs Brown for Foundation, Mrs Howard for Key Stage 1, Mrs Keightley for Key Stage 2)
- the Strategic Headteacher (Mrs Thomas).

Parents/carers

- should initially discuss their concerns either in person or in writing with their child's class teacher (who knows their child well). They will note your concerns and will report these to Mrs Thomas (Strategic Head) and to Mrs Keightley (Head of Pupils and Personnel) and will update them regularly on any developments. Your child's class teacher will take action outlined in the Procedures section below.
- If the situation is not resolved, parents/carers should contact their child's Key Stage Coordinator (Mrs Brown for Foundation, Mrs Howard for Key Stage 1, Mrs Keightley for Key Stage 2).
- In order to escalate further, please contact Mrs Keightley (Head of Pupils and Personnel) or Mrs Thomas (Strategic Head).

Parents/carers are more than welcome, at any stage, to contact either Mrs Keightley (Head of Pupils and Personnel) or Mrs Thomas (Strategic Head) with their concerns.

There are advice leaflets about bullying and what to do available on the school website www.ravensheadcofe.co.uk or from the main school reception.

Staff and Visitors

- Should report any concerns or incidents to the Head of Pupils and Personnel (Mrs Keightley) or to the Strategic Head (Mrs Helen Thomas).
- Alternatively may report any concerns to Reverend Chris Rattenberry (Chair of Governors).

Procedures

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

- We will talk to the suspected victim, the suspected perpetrator and any bystanders.
- Parents/carers will be informed.
- A range of responses appropriate to the situation will be arranged, for example extra class PSHE sessions, circle of friends, individual work with the victim and perpetrator or referral to the appropriate outside agency.
- School sanctions may be applied following consultation with the Behaviour Policy and this will include decisions on what actions may be taken if the bullying persists. Sanctions will relate to the severity of the incident.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate.

- We will follow up the situation especially keeping in touch with the person who reported the situation and the parents/carers/carers. A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions.
- A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Support will be given to the victim and the perpetrator.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff.
- Coordinating strategies for preventing bullying behaviour.
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

A sample recording form is attached (see Appendix 1 and Appendix 2).

Prejudice related bullying/incidents will be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2014) Appendix 4. **These will be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottsc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

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

This information will be presented to the governors as part of the annual report (see Appendix 3).

The policy will be reviewed and updated annually.

Strategies for preventing bullying

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

1. Curriculum and Whole School. For example:

- Celebrating good behaviour and achievements (praise from teachers in the classroom, class points, Achievement Assembly, being rewarded with Gerald the Giraffe for Growth Mindset attitude displayed, Class of the Term who are rewarded with £5 per pupil for a treat, green cards, reading raffle, green card winner each week in Achievement Assembly, Record of Achievement).
- Involvement in PSHE lessons (using the Jigsaw scheme of work).
- Involvement in the Healthy Schools Programme.
- Anti-Bullying week held annually.
- PSHE/Citizenship lessons and cross curricular lessons.

- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
 - Student voice, school council.
 - Pupil questionnaires to gain an insight into the views of the children.
 - Peer mentoring schemes and/or Playground Buddying.
 - British values week in line with the Prevent Duty legislation.
 - Regular reviews of the anti-bullying policy with staff.
2. Reactive programmes for vulnerable groups or groups involved in bullying. For example:
- Workshops in the Raven’s Nest (for example confidence building for victims, dealing with conflict for the perpetrator).
 - Circle of Friends’ groups.
 - Counselling and/or Mediation schemes.
3. Support for parents/carers
- Parents leaflet about bullying.
 - Parent information events such as parents’ evenings.
 - Parent groups/extended schools.
4. Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
 - Clear links made with the behaviour policy so staff are clear of the procedures to follow.
 - Bullying reporting form for school staff to fill in and these are reviewed/monitored by Sophie Keightley (Head of Pupils and Personnel) and any necessary training given to staff.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyberbullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints’ Policy	Guidelines to make a complaint if families are not happy with the school’s response
Prevent Duty Policy	To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs in order to comply with the Prevent Duty legislation and safeguarding obligations.

Useful organisations

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

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

Mencap – www.mencap.org

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

Stonewall – www.stonewall.org.uk

[The lesbian, gay, bisexual and transgender charity](http://www.stonewall.org.uk)

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

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

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

APPENDIX 1



Name of child: Class: Date of incident:
Other children involved and class(es):
Details
Action taken:
Child/children's response:
Class teacher(s) informed where necessary:
Parents/carers informed (where appropriate):
Person who dealt with the incident
Date: Signed

APPENDIX 2

RAVENSHEAD C OF E BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/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>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</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>Race/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>Home Circumstances including Looked After Children/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

* Reminder: These incidents should be recorded separately.

APPENDIX 3

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

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

Profile of Young People

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

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

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

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

Brief summary of Incident

Action Taken
include any exclusions, parental involvement, or involvement with external agencies.
Generally
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Form completed by:	Date:
--------------------	-------

Follow-up	Date



***Nottinghamshire Guidance
for Schools: Bullying and
Prejudice-Related Incidents***

Acknowledgements and thanks

This guidance has been developed and is informed by current best practice across the UK. We are grateful to Brighton & Hove City Council and Oxfordshire County Council in particular for sharing their own guidance documents with us, and to Sarah Rose, our Stonewall Consultant who has been instrumental in supporting our work around prejudiced-related bullying. This document replaces the previous Nottinghamshire guidance which was based on the Nottinghamshire Hate Incident Partnership document, which in turn was developed in consultation with schools and communities across the authority. The former has been updated in light of changes to legislation and the reporting requirements on schools. It is also informed by the latest guidance from Ofsted.

Contents

		Page
1	Introduction	4
1.1	Vision	4
1.2	The Equality Act 2010 and Ofsted	4-5
1.3	The Need	6
2	Identifying and Recording	6
2.1	Purpose	6-7
2.2	Definitions	7
2.3	Using the LA report form	8
2.4	Information for parents/carers	8-9
2.5	Incidents in the community/out of school	9
3	Reporting to the LA	10
3.1	Purpose	10
3.2	What happens to the report when shared with the LA?	10-11
3.3	How the data is used	11
3.4	Accessing additional support	12
4	Responding to bullying and prejudice-related incidents	12
4.1	Policies and procedures	12
4.2	Short-term responses	12-13
4.3	Longer- term responses	13
4.4	Risk assessment	13-14
4.5	Reporting prejudice-related incidents involving adults	14
4.6	Bullying and prejudice-related incident flow chart	15
4.7	Behaviours	16-17
4.8	Types of bullying/incidents and extended definitions	17-20
5	Further advice and support	21-23

1.0 Introduction: the purpose of the document

1.1 Our Vision

We believe that Nottinghamshire's children, young people, parents and carers, and all our employees should be able to live and work in an environment which is free from discrimination, harassment and victimisation. We want Nottinghamshire to be a place where diversity is celebrated and individuals feel valued and respected for who they are. We want our communities to feel safe and all our children and young people to feel supported to achieve irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances.

Schools play a vital role in achieving this vision and this guidance has been developed to support school practitioners in their efforts to address bullying and prejudiced-based incidents. It replaces the former NCC CFCS Hate Incident Monitoring Guidance and is informed by national research and best practice in other LAs. This guidance explains why the recording and reporting of bullying and prejudice based incidents by type is important; provides suggestions for how to do this and provides working definitions to enable schools to effectively identify, monitor and respond to bullying and prejudice-based incidents. Recording and monitoring is one important part of a school's activities to develop effective strategies for preventing and responding to bullying and to:

Foster good relations;

Advance equality of opportunity;

Eliminate discrimination.

(in accordance with the general duty of The Equality Act 2010)

It will also support schools in responding to enquiries from Ofsted regarding their actions to keep pupils safe.

1.2 The Equality Act 2010 and Ofsted

Recording all bullying and prejudice-based incidents is one of the ways in which a school may show that it has 'due regard' for fostering good relations, as well as eliminating discrimination, harassment and victimisation and thus demonstrate compliance with the Equality Act 2010. For more information on the Equality Act please visit the Achievement & Equality Team's Wired community or contact the team directly through ecas@nottscc.gov.uk

'The Importance of Teaching', the Schools' White Paper 2010 (DfE, 2010), outlined the importance of addressing bullying behaviour in all its forms and placed significant emphasis on pupil, student and parent perception and experiences of bullying behaviour, and how it was dealt with.

The principles of school inspection as described in the 'Framework for School Inspection', July 2014 states that the inspection will focus on the needs of pupils and parents by *evaluating the extent to which schools provide an inclusive environment that meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation*. The 'Ofsted School Inspection Handbook', September 2014 states that inspectors will request logs of *racist incidents and records and analysis of bullying, including racist, disability and homophobic bullying*. Under the Behaviour and Safety judgement of the Ofsted Evaluation Schedule inspectors are asked to consider:

types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation, or gender reassignment

the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

the school's response to any extremist or discriminatory behaviour shown by pupils

Inspectors will also seek to find evidence of pupils' spiritual, moral, social and cultural development shown by pupils:

Interest in and respect for different people's faiths, feelings and values

Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The Ofsted Inspecting Safeguarding in maintained schools and academies July 2014 states that inspectors should evaluate how:

Children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.

And that: Any discriminatory behaviours are challenged and help and support is given to children about how to treat others with respect

The Ofsted Report *No Place for Bullying; How schools create a positive culture and prevent and tackle bullying*, 2012 makes several recommendations to schools including the following: *Schools should:*

ensure that they are able to evaluate, at an appropriate time after any bullying event, how effective their action has been

analyse their information about bullying to assess whether there are any patterns, trends or issues emerging

use this analysis to plan future actions.

Schools are also required to collect, analyse and publish equality information and data annually as part of the specific duties of the Equality Act. This information should then be used to develop Equality Objectives which should be linked to the general duty and must be reviewed at least every four years. In recording bullying and prejudiced-based incidents, schools will be equipped to meet their statutory requirements.

1.3 The Need

Nottinghamshire LA has collected prejudiced-based incident reports for a number of years. The data submitted evidences that significant numbers of young people experience prejudiced-based verbal abuse on a regular basis. A few individuals unfortunately endure bullying over a sustained period or are repeat targets. Most reports submitted to the LA relate to racist incidents, but increasingly schools have begun to report on disabilist and homophobic incidents also. Consultation with young people suggests that many incidents either go unreported or the data is not shared with the LA. Based on hate crime statistics for Nottinghamshire provided by Nottinghamshire Police and Stop Hate UK (SHUK), it is clear that

prejudiced-based incidents are still very much a feature of our schools. National research supports this anecdotal evidence:-

- ChildLine recently reported a 69% increase nationally in the number of young people reporting racist bullying to them. ("What's Affecting Children in 2013?" ChildLine Review of 2012/13).
- The Stonewall School Report of 2012 indicated that 92% of lesbian, gay, and bisexual (LGB) pupils said that they had experienced verbal abuse in school.
- 86 per cent of Gypsy, Roma and Traveller children are subjected to racist comments. (*This is who we are: A study of the experiences of Roma, Gypsy and Traveller children throughout England*. Children's Society 2007)
- In school, 37 per cent of young people hear sexual name-calling on a daily basis. ('*End Violence Against Women Poll*' conducted by YouGov, EVAW 2010)
- In 2011/12 only 4% of all hate crime reported to the police was disability-related and yet in the same year the Crime Survey estimated that 65,000 such incidents had taken place. ("Government's progress on the recommendations from the EHRC Inquiry into disability related harassment" HMGov. Published Nov. 2013).
- According to Press for Change's survey "Engendered Penalties" (2007), 64% of transgender men and 44% of transgender women experienced transphobic bullying at school.

The impact of bullying and prejudiced-based incidents on young people's lives is well documented and often results in underachievement, absenteeism; low self-esteem and self-harming behaviours. Regardless of the legal requirements placed on schools, practitioners have a moral responsibility to ensure that all pupils are free from victimisation, bullying and harassment.

2.0 Identifying and Recording

2.1 Purpose

In effectively recording bullying and prejudiced-based incidents schools will be enabled to:-

- Manage individual cases effectively
- Identify and track individual and group patterns of behaviour and develop effective interventions and prevention strategies
- Produce reports and monitor and evaluate the effectiveness of strategies
- Demonstrate defensible decision-making in the event of complaints being made
- Demonstrate compliance with the Equality Act 2010
- Engage and inform multi-agency teams as appropriate

In order to have a consistent and effective approach to the management of bullying and prejudiced-based incidents schools will need to take a whole-school approach. All staff (including lunchtime supervisors and other support staff) should access appropriate training which should be refreshed on a regular basis. This training should include how to identify, challenge, report, record and respond to bullying and prejudiced-based incidents. Similarly, the school's policy and procedures should be communicated to all staff, governors, pupils, parents/carers, contractors and other visitors to the school.

2.2 Definitions

It is recommended that schools record bullying and prejudice-based incidents separately. Both have the potential to do harm to individuals, groups and communities; both need to be recorded to gain a full picture of the experiences of pupils / students within the school community but responses to these behaviours will differ. In particular, the cumulative harm of on-going persistent bullying on mental health should be responded to.

Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

As defined by the Anti-bullying Alliance

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

Prejudice-based incident / Hate incident*

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

The Stephen Lawrence Inquiry Report (1999) defines a racist incident as:

“Any incident which is perceived to be racist by the victim or any other person.”

Nottinghamshire's definition of a prejudice-related incident has therefore been developed from this, in accordance with the Equality Act 2010 and current government guidance as follows:

“A prejudice-related incident is any incident which is perceived to be so by the target or any other person”

*Hate Incident is the term widely used by the Police and other sectors to describe this type of incident. Feedback from many Nottinghamshire schools suggests that they preferred the term prejudice-based incidents, but schools

2.3 Using the LA Report Form

Schools are advised to use the LA report form found in Appendix 1. This replaces the previous Racist/Hate Incident report form for schools which has been reviewed in light of feedback from practitioners. Schools may use their own report form if they prefer, but it is strongly recommended that this should include all the fields featured in the LA form. As a minimum, schools will need to record the type of bullying/incident; details of the alleged target and perpetrator; location of the incident; and action taken to support the target/sanction the perpetrator. In completing the form practitioners should describe the incident clearly and concisely and bullet-point the actions taken. Some schools previously have been reluctant to record the personal details of the target(s) and offender(s) based on concerns that the data is of a sensitive nature and that children/young people will be “labelled” unfairly or that the incident will stay on his/her permanent school records. This is not the case at all and parents/carers and school staff should be reassured that all data is held securely. Only anonymised data is shared with relevant partners for the purposes of identifying trends or emerging tensions. Schools may leave some fields blank when completing the form if there are particular concerns in sharing this with the LA. However, in doing so they should be aware that it will be impossible for LA officers to identify repeat targets or offenders and consequently to offer appropriate support or intervention.

There may not always be a clear victim / target or there may be multiple victims or targets or you may not know who the perpetrator is e.g. Graffiti. The incident should still be recorded with as much information as is available.

2.4 Information for Parents/Carers

In responding effectively to all incidents it is essential that parents/carers are informed whether their child is the target or alleged offender. This should be done ideally in person or by telephone. It may be appropriate to follow the conversation up in writing, but it is not good practice to write to parents/carers without first having had a discussion with them. Many parents/carers will find such conversations stressful whether their child is the target or alleged offender. It is therefore vital that all parents/carers are regularly reminded about the school's policy and practice in responding to prejudice-based incidents/bullying so that they know what to expect from the school and understand how they can work in partnership with staff in the interests of their child. Many schools have invested time in developing a parent/carer-friendly version of the policy which is reissued at the start of every academic year or given out as part of the school's induction/new starters' information pack. It would also be good practice to have this information available on the school website so that parents/carers have a clear understanding of the school's legal responsibilities in relation to such matters.

Some children/young people may indicate that they do not wish their parent/carer to be informed. Although it is important to listen to the child's voice, it is also vital that parents/carers are notified as the incident may not be a one-off and may be part of a much bigger picture – i.e. the family may be being subjected to other incidents in the wider community. The revised Ofsted Framework is clear that prejudice-related incidents/bullying of any kind is a safeguarding matter. Younger children who are offenders may not fully understand the terms they are using and of course the focus here should be on education and not sanctions. However, staff should not underestimate the potential harm which even one-off incidents can have on even young children. Every incident therefore, however minor it may appear to be, needs to be taken seriously and addressed swiftly and effectively. Parents/carers have a key role to play in ensuring that the response is proportionate but clear where their child is the alleged offender. Similarly, parents/carers of any child who is the target will play a crucial role in supporting the child to come to terms with the experience. For this reason, parents/carers should be contacted as soon as possible after an incident has come to the attention of the school.

Parents/carers should be kept informed about any investigation that the school needs to undertake in establishing the facts of what has happened and given clear timescales as to the likely conclusion of any investigation. They should be informed about any actions taken to support their child and/or any sanctions/interventions which are being put in place. In some circumstances, parents/carers themselves may need some guidance and support- see Section 5 for further details of where to signpost them.

2.5 Incidents in the community / out of school

School staff may be told of incidents that have taken place outside of school. Schools are reminded that *Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff*. In addition: *The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils*. (Behaviour and discipline in schools; A guide for head teachers and school staff Department for Education, 2012).

Particularly, in the case of cyber-bullying schools will need to be prepared to act; including making a record of this bullying. Schools are referred to local and national guidance available to support them to tackle cyber-bullying effectively. Staff will have to use their professional judgment as to which out of school incidents to record; however any serious prejudice-based incident or bullying should be reported and in some cases it will be necessary to involve the police.

There may also be occasions when the police become aware of incidents in the community involving children and young people and the School's Police Liaison Officer may want to discuss these with the school or ask whether any similar incidents or patterns of behaviour have been exhibited in schools. The School's Police Liaison Officers will do their best to ensure that schools are kept informed of incidents in the community which may impact on behaviour within the school.

3.0 Reporting to the LA

3.1 Purpose

Prior to the Equality Act 2010, schools were required to report racist incidents to the LA. This included the submission of nil returns and was one of the recommendations of the Inquiry into the death of Stephen Lawrence. Although the Equality Act 2010 widened the number of protected-characteristics that schools needed to take account of and requires schools (including academies and free schools) to record all incidents, the duty no longer legally requires schools to share this data with the LA. Many schools have however, chosen to do so and this has proved most beneficial in that it has enabled the LA to monitor incidents across the authority; identify "hot-spot" areas of activity which would benefit from specific intervention programmes; identify repeat targets who may need some additional/external support from other partner agencies; identify repeat offenders who have also benefited from some bespoke intervention. The incident data also informs our training programmes as it allows us to identify which groups within the community appear to be the main targets/offenders.

At present, the majority of reports received relate to racially motivated incidents. Some schools encouragingly, however, are also beginning to report on other prejudice-related incidents such as homophobia and those which are disabilist in nature. Analysing the data across all protected characteristics has also helped us to identify the areas in which schools need more support. This has resulted in our work with the national charity Stonewall and our dedicated work-plan around homophobia, bi-phobia, and transphobia (see separate guidance/toolkits). Increasingly, we will also target resources to tackle bullying around SEND.

[By the very nature of the communities they serve, some schools rarely have incidents which they need to report to the LA. It is however still always helpful to submit even nil returns to the team as this in itself helps us to map the bigger picture. Although it is another job for schools to do, these submissions are extremely helpful to us and we ask schools for their co-operation.](#)

[It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to \[ecas@nottsc.gov.uk\]\(mailto:ecas@nottsc.gov.uk\) stating at the end of the academic year that no incidents have been reported to the school, will now suffice.](#)

3.2 What happens to the reports when shared with the LA?

Following the report of an incident to a school and the conclusion of any subsequent investigation a record must be kept on file/logged in school. The LA encourages all schools to voluntarily share this data and would be pleased to receive copies of all incidents. **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk.** [Wherever possible, these should be sent to the LA as soon as possible after the conclusion of any investigation. Ten working days in most cases should be achievable but in some circumstances may prove difficult for schools. Some settings send in reports on a half-termly basis. Although we recognise that for some schools this practice has been adopted for practical reasons, we would encourage](#)

schools to review this as it can be more challenging to follow-up repeat victim/perpetrators with timely intervention if there is a delay in receiving reports.

Once received into the office, every incident is logged and read by the Team Manager for the Achievement & Equality Team. Where incidents appear to have been well-managed, there will be no further action taken. Schools should assume that there are no concerns if they are not contacted directly by the team. Occasionally, schools may receive a follow-up call requesting more information. This may be because some details are missing or clarification is needed about the incident or action taken. If trends/patterns become identifiable in certain schools or in relation to certain individuals, schools may receive an email or telephone call asking if further support is required. This support may not always be provided by the A&E team but may come from a range of our partners who have experience in responding to such incidents. Schools should remember, however, that they can request support or advice and training from the team at any point should they wish to strengthen and further improve their practice in relation to this agenda.

Once logged and any follow-action required has been taken, the incidents are stored securely for up to three years. This is so that we can analyse patterns over times and in case we need to refer back to individual incidents. Some schools have found this to be most helpful when responding to enquiries from parents/carers who have complained about the school's practice in relation to the management of incidents as the incident record acts as part of the school's audit trail. In sharing incidents with the LA, the school can also demonstrate openness and transparency and the LA is able to quality assure some of the school's practice which often acts as a reassurance to some parents/carers that incidents are indeed being dealt with appropriately.

3.3 How the data is used

As described above, every incident is carefully considered and informs the LA with regards to what is happening across the authority in relation to community cohesion in particular. The A&E team has strong working relationships with our Community Safety Team, Nottinghamshire Police, The Holocaust Centre, Nottinghamshire Rainbow Heritage, the national charities Show Racism the Red Card and Stonewall to name but a few. Our Anti-Bullying Co-ordinator also has strong regional and national links and is affiliated to the Anti-Bullying Alliance. The data is routinely analysed and informs many of our strategic plans and intervention programmes. These include our Anti-Bullying Work-plan; the Hate Crime Strategy Group Work Plan; the Youth Crime Prevention Strategy Work-plan; and our LGBT Steering Group Delivery plan. The data used is always anonymised and no one individual can be identified. It helps us to be proactive in identifying and responding to the specific needs of individuals and their families and specific settings or communities/groups. It also helps us take a more strategic view across the whole authority so that this area of work is properly planned and appropriately resourced.

3.4 Accessing additional support

The A&E team can offer general advice and guidance in relation to specific issues. For schools wanting to ensure their policy, procedures and practice are both Ofsted ready and legislatively compliant both the A&E team and Anti-Bullying Co-ordinator can support schools with quality assurance and training. Some bespoke diversity workshops for pupil groups can also be bought from the A&E team as part of the sold service offer.

Occasionally, the concern you have may be better answered by another team within Children, Families and Cultural Services, NCC as a whole, or by one of our partners. The A&E team will locate the team best placed to support you and signpost you accordingly, and in some case will work in partnership with others to ensure appropriate intervention is put in place. For example, in some circumstances, the Targeted Support Service & Youth

Justice (TSS&YJ) service via the Early Help Unit might be able to provide individualised support/interventions for specific pupils who are repeat targets or offenders. Schools' Police Liaison Officers sometimes offer support in the form of one-to-one dialogue with individuals or whole school/year group assemblies. The SEND team will also be able to offer guidance in relation to specific issues related to their own area of expertise.

If you have wider concerns about what is happening in the wider community, for example, or you are concerned about individual families, please speak to the A&E team in the first instance. Depending upon the nature of your concerns, it may be possible to obtain support from the Community Safety team both within NCC and within the appropriate district council. On occasion, it may be necessary to make a referral to the local Vulnerable People's Panel to ensure that individuals/families are indeed safe in their local communities. The A&E team will support you to access this provision. Please direct all enquiries to ecas@nottscc.gov.uk or tel. 0115 854 6440

4.0 Responding to bullying and prejudiced-based incidents

4.1 Policies and procedures

4.2 Short- term responses

Take firm swift action in cases of violence and aggression – if immediate response required arrange attendance by the police. Call your School's Police Liaison Officer or in an emergency 999

- Ensure the victim / target feels supported and is given space and the opportunity to talk about the incident
- If a bullying incident refer to your Anti-Bullying Policy
- Involve the parents and carers of victims / targets and perpetrators
- Identify a response in line with the seriousness of the incident, in cases which have been handed over to the Police they will run the investigation
- Respect the wishes of the victim / target in terms of a response unless there are safeguarding concerns
- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them

- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following on-going bullying
- Let other pupils or students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Keep the victim / target and their parents and carers informed about progress and any actions taken
- Record the incident whether the incident has been resolved, particularly whether the victim / target and parents / carers are satisfied with the outcome
- Consider sharing with the LA if this is not part of your standard procedures

4.3 Longer- term responses

- The victim/s and target/s and perpetrator/s may require longer term support. Your school may have a peer mentoring or 'buddy' scheme.
- When responding to incidents it is important to remember that it is not only a disciplinary matter. Your school's attitudes and procedures in relation to incidents play a part in the spiritual, moral, social and cultural education of pupils and students and also to their personal, social, health and citizenship education

- Incidents can provide an opportunity to reinforce the school's equality policy and/or Anti-bullying policy, through assemblies, newsletters, and circle-times. They can also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum.
- The monitoring of the bullying and prejudice-based incident data may lead to improvements and developments in the whole school approaches and to the curriculum.
- Following a serious incident, schools should consider reviewing their whole school approach to preventing and responding to incidents. This may include a focus on the curriculum and an action-plan to be included into the school's improvement plan and as one of the school's equality objectives.

4.4 Risk assessment

When dealing with incidents of bullying or even one-off prejudiced-based incidents it is always important to consider the following so that all involved are adequately protected and safe from further harm. The following questions may act as a helpful aide-memoir for the person who is "first on scene" or first respondent. By no means is it an exhaustive list and it is essential that the views of the target(s) is taken into account when calculating risk and considering what action needs to be taken in the short, medium and longer term.

- Is the target safe now? Will the target be safe when leaving school premises? (if not, consider immediate response)
- Is the target vulnerable or especially upset? Is there a likelihood of a repeat incident within the next 24 hours?
- Has the target experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the target? Or on a group of individuals such as a family?

If you answer yes to any of the above you may need to contact the police via your School's Police Liaison Officer in the first instance or through the 101 number if you answered yes to question 1 and are concerned about what will happen once the target leaves school premises.

4.5 Reporting prejudice-related incidents involving adults

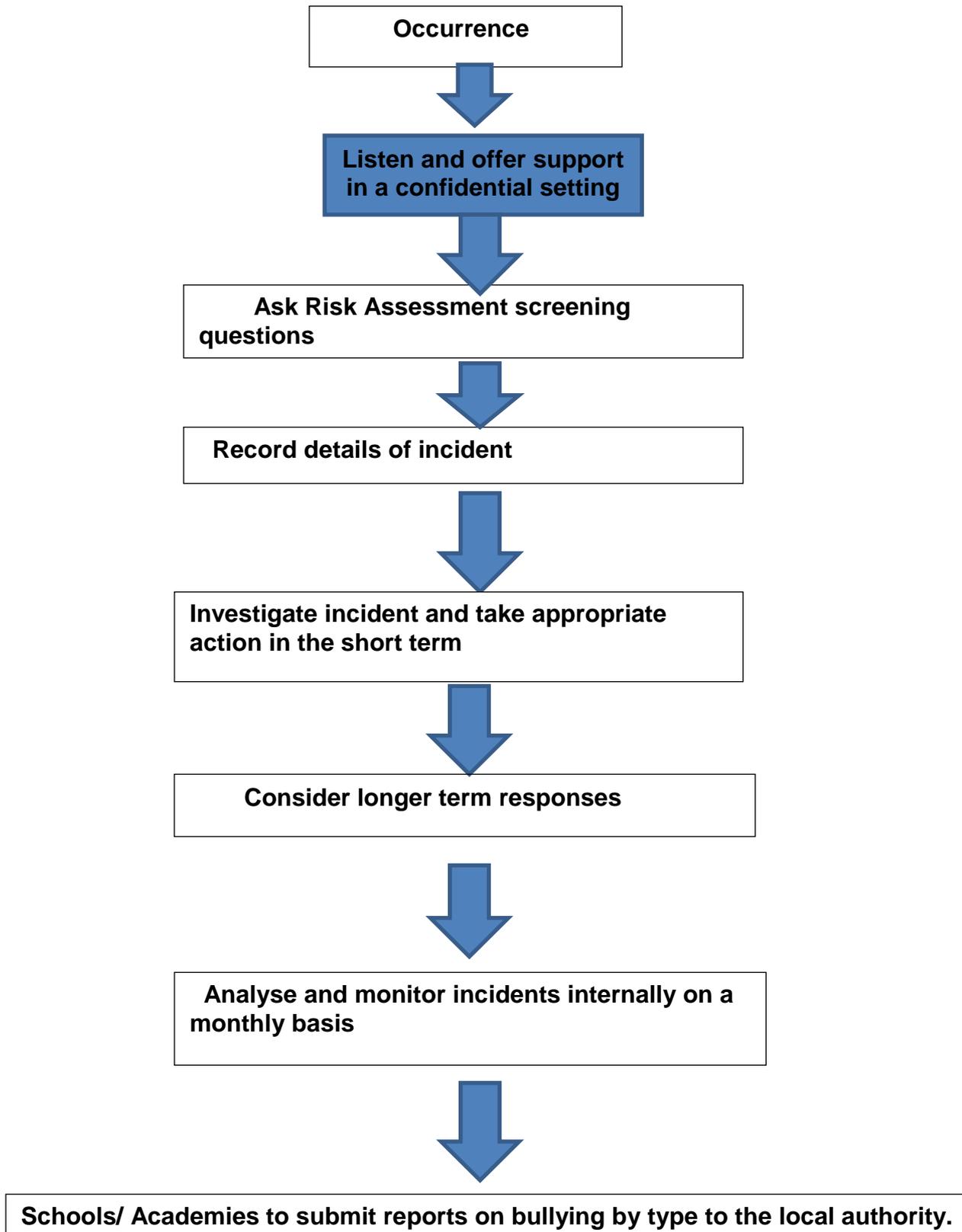
Schools are encouraged to report incidents involving adults in and around the school community. Similarly schools may be asked to or may offer to support families suffering from prejudice or hate crimes in their community to report. Some schools may wish to publicise this information on their school websites, along with details of how to report bullying and hate crime to the police and other organisations such as Stop Hate UK; ChildLine etc.

Repeat hate incidents and anti-social behaviour can be reported directly to a specialist officer within the District Council who may decide to bring the case to a Vulnerable People's Panel which meets on a regular basis and works in partnership with the police and other agencies. Vulnerability and risk are assessed and the team will either directly support victims or refer cases on to reduce harm and resolve issues.

Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency.

Incidents involving a member of staff as an alleged perpetrator may need to be dealt with in accordance with the staff disciplinary procedures. It is recommended that in such circumstances advice is sought from a School's HR Officer.

4.6 Bullying and prejudice-based incident flow chart



4.7 Behaviours

Prejudice-based incidents and bullying can be perpetrated using the following behaviours:

Cyberbullying

Internet, mobile phones, blackberry messenger, social media

Damage to property

Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti

Indirect / social

Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures

Physical

Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force

Possession / distribution of offensive materials

This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature

Sexual abuse/harassment

Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching

Verbal Abuse

Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

4.8 Types of bullying/incidents and extended definitions

It is important for learning communities to be able to identify, record and monitor the different types of bullying and in particular bullying or incidents affecting those with protected characteristics as described under the Equality Act. All members of the school are protected under the Equality Act, 2010 from discrimination on the basis of:

Age (adults only)

Disability

Gender reassignment

Marriage or civil partnership (adults only)

Pregnancy & maternity

Race

Religion or belief

Sex

Sexual orientation

It is recommended that schools record all bullying and one off incidents resulting from prejudice against one or more of the protected characteristics above. However, children

and young people outside of these groups may also experience bullying as a result for example of being over-weight, or wearing glasses or having red hair. This can be recorded as bullying / incident related to appearance. **It should also be remembered that someone from one protected group can be prejudiced against other members of that group.**

In addition to children and young people with protected characteristics there are other vulnerable groups who may be targeted for bullying or other forms of harassment and abuse. Learning communities will need to decide whether or not to keep records and monitor bullying related to these groups.

Examples of additional vulnerable groups

Looked after children

Pupils known to be eligible for free school meals

Pupils from low income backgrounds

Those who are academically more or less able / those with speech and language difficulties

Children and young people with mental health issues

Young carers

Homeless

Children of prisoners

Those newly arrived in the country / asylum seekers

Extended Definitions

Cyberbullying

Cyberbullying can be defined as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Adapted from; Cyberbullying; Safe to Learn, Department for Children, Schools and Families, 2007

Sexual Bullying

All forms of bullying and particularly sexist, homophobic and transphobic bullying can have a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be referred to as sexual harassment.

Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)

Adapted from Preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn, Department for Children, Schools and Families, 2009

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:-

Young people who are lesbian, gay or bisexual (LGB).

Young people who are thought to be lesbian, gay or bisexual.

Young people who are different in some way – they may not act like the other boys or girls.

Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.

Teachers, who may or may not be lesbian, gay or bisexual.

Adapted from Homophobic Bullying; Safe to Learn Department for Children, Schools and Families, 2007

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or

'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs/Medical condition

Behaviour by an individual or group repeated over time that intentionally hurts disabled children or those who Special Needs either physically or emotionally or those who are perceived to have special needs or a disability or because of their association with someone with a special need or disability.

Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Can relate to Disability / Special Needs / Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)

Adapted from Bullying Involving Children with Special Educational Needs and Disabilities; Safe to Learn, Department for Children, Schools and Families, 2008

Racist bullying

This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc (for example a parent/carer).

Adapted from Bullying around racism, religion and culture, Department for Education and Skills, 2005

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

(Islamophobia and anti-Semitism for example)

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

Adapted from preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn, Department for Children, Schools and Families, 2009

Transphobic Bullying/Gender Identity

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Can also relate to language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny) (transphobia).

5.0 Further advice and support

In order to demonstrate full compliance with the general duty of the Public Sector Equality Duty (PSED) 2010, schools will need to ensure that staff have had access to appropriate training which adequately equips them to carry out their respective roles. This includes **all** school staff including midday supervisors. Additional training for governors, senior leaders, teaching and support staff is available from the Achievement and Equality Team in relation to responding to prejudice-based incidents and the Equality Act 2010. Training and advice is also available from NCC's Anti-bullying Co-ordinator who can also run workshops for parents/carers and staff on bullying in general and more specifically cyber-bullying. The A&E team is happy to offer informal telephone advice and signposting on request in relation to any concern a school may have in relation to prejudiced-based incidents.

The Equality and Human Rights Commission also has a very informative website which practitioners may find useful – www.ehrc.co.uk

The information below may also serve as useful discussion points for staff meetings as either part of “refresher training” or the induction of new staff.

Some key skills and tips for challenging prejudice

Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist/homophobic incidents etc.

Challenge all incidents, behaviour and language and **be seen** to be doing this

Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control

If appropriate remove the offender from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable

Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you

Be mindful of what happens next with friendships and other spin-offs

Show that you are delaying judgement (in some cases) by asking questions

Allow the offender space to reflect on what they have just said or done

Give the offender a chance to back-track: self-justify, own or modify their behaviour

Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on

Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times

Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy

Show you are upset and hurt if appropriate

Search for the personal, individual concerns which may lie behind their words or reflect

Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group

If required by school policy / the law, record the incident for monitoring purposes and report to relevant school personnel.

Challenging prejudiced-based (including homophobic) language: a ‘palette’ of responses

It is important that homophobic language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention. This section offers a variety of responses for different situations and for different age groups (Key Stages 1-4). This script can be adapted for use in challenging all forms of prejudice.

Institutional response

In our school we always try to be kind to each other and when you use ‘gay’ like that it is unkind.

The ground-rules we agreed at the beginning of the session said we would show respect to each other.

The anti-bullying policy says that homophobic language is not tolerated.

The school/youth centre policy says that we are all responsible for making this a safe place for everyone. That kind of language is homophobic and makes people feel unsafe. Therefore it is unacceptable.

Question

What do you think that word means?

What makes you think that?

Do you mean that as a compliment or an insult?

Do you realise that what you said is homophobic?

Would you be happy if someone talked like that about your sister?

Can you explain what you mean by calling that ‘gay’?

How would you feel if someone spoke about you in that way?

Confront

Language like that is not acceptable.

You might not think that remark’s offensive, but many would.

Let’s talk about why people think like that.

Personal response

I’m not happy with what you said.

Homophobic language offends me. I don’t want to hear it again.

What you’ve said really disturbs/upsets/angers me.

I’m really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homophobic language.

For a list of useful websites or to loan resources from the A&E team resource library contact:- ecas@nottscg.gov.uk or tel 0115 854 6440

APPENDIX 5



BULLYING/ PREJUDICE –BASED INCIDENT REPORT FORM

Retain a copy of this form and send the original to ecas@nottscc.gov.uk within 14 days of incident.

<u>SCHOOL DETAILS:</u> ASHFIELD/BASSETLAW/BROXTOWE/GEDLING/MANSFIELD/NEWARK/RUSHCLIFFE: (delete as appropriate)	
TYPE OF REPORT: BULLYING/PREJUDICE-BASED INCIDENT (delete as appropriate)	
DATE OF INCIDENT:	REPORTED BY:

<u>PERPETRATOR/S DETAILS</u>	
<u>NAME :</u>	
<u>YEAR GROUP:</u>	
<u>GENDER:</u>	
<u>ETHNIC ORIGIN:</u>	
<u>RELIGION:</u>	
<u>HOME LANGUAGE:</u>	
<u>HOME DISTRICT (POST CODE)</u>	
<u>REPEAT PERPETRATOR? YES/NO</u>	

<u>TARGET/S* DETAILS</u> *Some incidents may not have a target	Is the target vulnerable or especially distressed? Is the target safe (Consider arrangements travelling To/From school)? Has the target experienced this prejudice- based incident/bullying before?
<u>NAME:</u>	
<u>YEAR GROUP</u>	
<u>GENDER :</u>	
<u>ETHNIC ORIGIN :</u>	
<u>RELIGION :</u>	
<u>HOME LANAGUAGE:</u>	
<u>HOME DISTRICT (POST CODE):</u>	
<u>REPEAT TARGET? YES/NO</u>	

Have the parents/carers of both parties been informed? YES/NO

<u>Type of Bullying/Incident</u>	Race/Ethnicity	Religion/Belief	Disability/SEND	Other (please specify)
	Gender	Gender Reassignment	Sexual Orientation	

Where did the incident/bullying take place?

Bus	Outside school premises	Toilets/changing rooms	Classroom	Other (please specify)
To or from school	School grounds	Dining Hall	Corridor	

PLEASE GIVE A DESCRIPTION OF THE BULLYING/INCIDENT REPORTED

TO SUPPORT THE TARGET?

TO SANCTION/EDUCATE THE PERPETRATOR? Has the incident been reported to the police? YES/NO