



Anti-Bullying Policy

Updated: January 2024

To be reviewed: January 2025

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**EQUALITY SCHEME
EQUALITY IMPACT ASSESSMENT FOR
ANTI BULLYING POLICY**

Staff / Committee involved in development:	Health Safety Committee; Headteacher / Deputy Headteacher
For use by:	Staff, Governors and Parent/Carers
This policy relates to statutory guidance:	Equality Act 2006 Homophobic Bullying (DFEE 2007) Keeping Children Safe in Education 2021 Dfe Guidance to Headteachers 2017
Key related Farndon Policies:	Behaviour Policy Inclusion Policy On-line Safety policy Equality Policy

Equality Impact Assessment: Does this document impact on any of the following groups?
If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.

Groups:	Yes/ No	Positive/Negative impact
Disability	Yes	Response to this form of bullying
Race	Yes	
Gender	No	
Age	No	
Sexual Orientation	Yes	Positive handling with children through stonewall
Religious Belief	No	
Gender Reassignment	Yes	Whole school response to this issue; stonewall
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	

Reviewed by	Headteacher
Agreed by	T + L Committee
Next Policy review date	Jan 2025

A copy of this form, and any related impact assessment form or action plan must be sent to the school office

Introduction:

All children have the right to be safe from bullying, harm and abuse. At Farndon we will ensure that the victims of bullying are supported and looked after. Our school aims to offer a positive, supportive and safe learning environment for our community, in which everyone has an equal right to be treated with dignity and respect. Bullying of any kind is unacceptable. If bullying does occur, all pupils and adults should be able to tell and know that incidents will be dealt with promptly and effectively. Farndon is a 'telling school'. [This policy adheres to the Rights of the child and article 19 where every child is protected from all forms of violence and abuse.](#)

Aims

The School Community (pupils, staff, parents, governors) should work in co-operation towards building and maintaining an anti-bullying ethos in the school.

Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated.

Pupils and adults should feel willing to report bullying behaviour, confident that they will be listened to and action taken to remedy the situation.

Objectives

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour
- Provide strategies for preventing and dealing with bullying promptly and consistently
- Provide understanding and support for bullied pupils
- Help build an anti-bullying ethos in the school

What Is Bullying?

Bullying is defined as **deliberately hurtful behaviour**, which is **unprovoked**, **repeated** over a period of time, where it is difficult for those being bullied to defend themselves. Bullying may be **racist**, **sexist** or **homophobic**. People can be bullied for any reason; because of the way they look, because of their **religion**, their **age**, because of learning or physical **disability**, where they live, their family, their **social class** or their achievement. Bullying results in **pain and distress to the victim**.

Bullying can be:

- **Emotional** - being unfriendly, excluding others, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on the issue of sexuality. LGBT phobic language and bullying is not tolerated within our school and we do all we can to create an LGBT+ inclusive school environment.

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing
- **Cyber** - all areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of technology

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- 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 which are damaged or "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
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

School Procedure for dealing with a disclosure:

When a disclosure is made, it should always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out in the Appendix together with a copy of the incident form.

- We ensure that the whole school understands what bullying means, what a victim is, what bullying behaviour is, and what a bystander is
- Make clear that a zero tolerance approach to bullying is in place in school, including LGBT phobic language which is not tolerated within the school.
- Encourage children to report incidents without feeling they are telling tales

- Stress the role of the bystander – the person who can intervene and help the situation. We encourage the bystander to get involved as opposed to watching and colluding with any bullying they witness
- Take incidents seriously, investigating and if necessary, acting upon them quickly and fairly
- Have a behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both in the playground and in the classroom
- Reward positive behaviour and relationships as outlined in our behaviour policy and through the classroom dojos, star of the week and celebration certificates from senior leaders.
- Provide opportunities to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities. This will be through whole school events (such as Anti-bullying week), through Whole School Assembly and the SMSC teaching unit on Anti Bullying.
- Develop children’s own resilience through a SMSC curriculum. This may involve exploring feelings through role play and viewing bullying situations from both sides through a quality text.
- Provide a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks

Dealing with Homophobic Bullying

Homophobic name-calling should always be challenged in the same way that racist or sexist behaviour is. Normal anti-bullying strategies should be used when reacting to incidents and these strategies must have a clear place within the context of our whole school preventative policy.

The most important thing teachers can do is to strive to create a positive, open, tolerant ethos in which matters of concern to young people are discussed calmly. If the response to homophobic bullying is purely reactive and short-term this may only serve to marginalise victims.

To support staff in dealing with Homophobic bullying, our school follows the Stonewall Guidance which can be found at the back of this policy.

To support staff on how to respond, we follow **D12 and D16** from the Stonewall guidance.

If a pupil uses **homophobic language**, for example “*stop being so gay!*” staff need to point out the effect that their language may be having on other people. This could include asking the pupil to explain why we think homophobic language is unacceptable in school. Make clear to the pupil this language is offensive and a form of bullying and disrespectful.

In the questioning, determine if there is a motivating factor for the language and try to establish if homophobic bullying played a part. If members of staff feel the comment was made in ignorance, then they should be warned and have the reasons explained why it is not to be used. Where staff feel the pupil understands the context of what was said, the child’s behaviour should be logged onto CPOMs.

If the pupil still continues to engage in homophobic bullying, they should be spoken to by a senior member of staff. When missing break, a restorative behaviour plan must be filled in which encourages the pupil to reflect on their behaviour, why it is important to follow that rule and how they will behave differently in the future. The Senior teacher will talk in more detail of the effects of homophobic bullying and make clear it is a form of discrimination, similar to racist

comments. A *Senior Teacher will make the decision whether it is necessary to speak with the child's parents.*

If the problem persists, Senior Leaders will directly contact **parents or carers** to discuss the issue, and reminding them about the school's anti-bullying policy. In doing so it may also be necessary to explain to the parents or carers why **homophobic language** is unacceptable.

When supporting pupils who are the victim of homophobic bullying, teachers can refer to D14 of the Stonewall guidance.

Reporting bullying:

All members of the Farndon community have a duty and responsibility to report bullying, whether they witness it, know of it or suffer from it. Farndon is a 'Telling School'. Bullying concerns should be reported to school in the first instance.

There are a number of ways bullying can be reported:

- Pupils can log in to their personal account on the VLE. Here they can report any behaviour that is upsetting them and choose the adult that the message is sent to. Teachers will then respond to the message like any disclosure made, following the systems set within this policy.
- Playground leaders are to be trained and are available at playtimes and lunchtimes to support children and to help victims access support
- Children are made aware of who their House Captains are. They wear badges and pupils can come to them to share any worries or concerns.
- Concerns can be passed onto any member of staff. All members of staff have a duty of care to ensure the anti-bullying policy is adhered to when a report is made.
- Class assembly time for each class regularly can be used as a forum for raising concerns.
- Within school, there is a Worry Box as part of our work on ELSA.

When dealing with bullying, staff will:

- Respond sensitively
- Investigate the incident ensuring any bullying has stopped
- Record all incidents of bullying on incident form and pass on to the Headteacher or Deputy Headteacher who will then attach it onto the CPOMs system.
- In the first instance meet with the victims and bullies individually, using restorative language as a way of facilitating the conversation.
- If appropriate facilitate a restorative meeting between the victim and bully as an opportunity for the bully to understand how their actions have affected the life of the victim
- Contact the parents of both the victim and bully to discuss the problem where serious accusations or repeat accusations have been made
- In the first instance, the adult supporting a situation like this would be the support point of contact within that Key Stage who will be trained in OWOW approach and motivational interviewing.
- In more serious cases, or if a pupil is repeatedly bullying, involve Deputy Headteacher, the Designated Member of Staff (DMS) for child protection – the Headteacher.

- Where appropriate liaise with members of the pastoral support team (Mrs Hughes who is Family liaison; Miss Brown who is ELSA lead; Mrs Pomerantz Mental Health) to consider the options available to support the victim and/or the bully

Procedures we follow:

Stage 1 actions include:

- Incident is reported to victim's class teacher – intervention in first instance is through the class teacher. If the allegation is of a serious nature then the teacher may deem it necessary to move to stage 2 immediately
- After individual meetings, children are brought together by the Support Point of Contact within the Key Stage to discuss the concern and the solution strategy
- All referrals are passed on to the Headteacher and noted on CPOMs.

Stage 2 actions include:

- Parents are notified of serious accusations or repeat accusations. Headteacher will ensure that action is taken and communicate this to all parents
- The school takes the needs of the victim seriously and support is offered for as long as the victim feels the need
- Meetings between victim and bully using restorative approaches to achieve resolution and justice as the goal for the session, where appropriate
- Meetings between victim/parents/bully using restorative approaches to achieve resolution and justice as the goal for the session, where appropriate Intervention programme for individuals set up with key monitoring targets
- Development of self-esteem or social intervention work for children who are trapped in the bullying cycle through lego therapy and / ELSA intervention / motivational interviewing.
- Parents of the child accused of bullying work with the Headteacher and go through the log of incidents and rule breaks and draw up a contract of Behaviour, relating to the School rules and document what they expect to see from the child in the future.

Stage 3 actions include:

- Parents of the bully are asked to visit the school and review Behaviour contract and discuss ways forward.
- Temporary exclusion if necessary.

Consequences of Bullying

- Support Point of Contacts and / or Farndon's pastoral team are available to ensure the victim is supported in rebuilding their confidence. Support for the bully may include anger management (zones of regulation), circle of friends, liaising with parents or referrals to outside agencies (Children Centres, CAHMS).

- Punishing bullies does not end bullying. At Farndon Primary School we emphasise that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable
- The child displaying bullying behaviour will be encouraged to understand how their actions have caused distress and anxiety
- Pupils who bully are to be disciplined in line with the school's behaviour policy; this may involve the following sanctions: verbal rule reminder and restorative meeting, loss of play, senior teacher involvement, behaviour contract, internal/external exclusion (at the discretion of the Head teacher)
- We will ensure all actions are fully communicated to the relevant parties and recorded using school record-keeping procedures

Monitoring and Review

Farndon's Anti-Bullying Policy is in-line with Local Authority and DFE Guidelines. All safeguarding policies are reviewed every year to assess their effectiveness. Input from relevant stakeholders: parents, pupils (via student council/Pupil surveys and SMSC lessons and assemblies), staff and governors is actively sought.

- The number of bullying incidents are monitored each term by the Headteacher and broken down into race, gender, homophobic and disability strands and reported to the Governors.
- Farndon's anti bullying policy supports other pastoral policies such as our Behaviour Policy and Child Protection Policy.

Further Guidance for Children (Pupil Voice):

- Do not bully other people – it is not kind
- Do not be unkind to children who don't act like a "typical" boy or girl.
- If you see someone being bullied- help them or tell an adult
- If you are being bullied TELL SOMEONE! Talk to a friend, house leader or a teacher!
- Speak to your teacher or senior teacher – don't exaggerate, be honest and stick to the facts. Write it down or draw a picture if it helps you explain. If it does not stop – tell the teacher again
- Log on to your VLE and share it with someone from your own personal page.
- Do not use the "gay" to mean something wrong or not very nice. This is wrong and offensive.

Further Guidance for Parents:

If your child tells you they are being bullied:

- Listen to your child.
- Try not to overreact.
- Tell your child that bullying exists and it's not their fault.
- Check all the facts – is it bullying or friendship problems, which may resolve naturally?
- Talk about possible strategies for your child to use – try the websites listed at the end of the policy.
- Encourage your child to tell a teacher, or senior teacher.
- If the situation is serious, contact the class teacher yourself.
- ***Refer to school website where Parents can find web links for guidance.***

Help from Outside Agencies:

You may find the following websites useful: they can also be found on the school's website under the behaviour tab: <http://www.farndon.cheshire.sch.uk/page/e-safety-/14315>

www.bullying.co.uk

www.bbc.co.uk/education/archive/bully www.childline.co.uk

www.antibullying.net

www.kidscape.org.uk

You may find the following telephone numbers useful:-

Advisory Centre for Education (ACE) 0808 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Headteacher Mr A Walker		Date:	10/01/24
Chair of Governors		Date:	

APPENDIX 1

Appendix 1 Frequently asked questions and responses on homophobic bullying

1. Sexuality is a private matter. Why is it relevant to school?

There is no obligation for any person to disclose their sexual orientation. However **homophobic bullying** is something which schools have a **statutory** obligation to address. Addressing homophobic bullying does not mean discussing sex. It means taking decisive and assertive action to prevent bullying.

It is important to remember that homophobic bullying does not just affect lesbian, gay or bisexual people, or those perceived to be lesbian, gay or bisexual. It can also be targeted towards those who are seen to be “different” in some other way, for example, because they do not wear the “right” sort of clothes.

2. Some parents/carers do not want us to respond to homophobic bullying. What do we do?

No **parent/carers** want their child to be bullied.

Nor do they want to hear that their child is a bully. Regardless of their views on gay people, or sexual orientation, parents and carers have to understand that schools have a responsibility to keep pupils safe. **Preventing** and **responding** to homophobic bullying is essential if schools are going to fulfil their **responsibilities**. It is important to **consult** parents/ carer about any steps to prevent homophobic bullying. Parents/carers also need to **understand** that homophobic bullying can affect anyone, regardless of whether or not they are gay.

3. We have to respect cultural and religious difference. Does this mean pupils can be homophobic?

Some religions or cultures believe that homosexuality is wrong and lesbian and gay people are not entitled to the same rights as heterosexual people. However, **no religion** or culture believes that bullying, including homophobic bullying, is ever acceptable. There can therefore be no justification for homophobic bullying.

All young people can experience homophobic bullying, regardless of their sexual orientation, religion, or views, and they deserve to be protected. Tolerance and kindness should be integral to any school. A person can hold whatever views they want, but expressing views that denigrate others is unacceptable.

4. Primary school pupils are too young to understand. Surely we should not mention gay people?

Primary school pupils may be too young to understand their own sexual but some pupils may well becoming more aware of their own sexuality and it is also likely that some primary school pupils will know someone who is gay. This might be a member of their family, godparents, or family friends. Homophobic language is used in primary schools without the pupils necessarily realising what it is that they are saying. Primary schools should respond to homophobic bullying

in an age-appropriate way, whilst demonstrating that it is not acceptable in school. The same strategies can be used to tackle all forms of inappropriate language.

5. What about transgender people?

Gender identity and sexual orientation are two different things. Gender identity describes a person's gender. Sexual orientation describes whether a person is heterosexual, lesbian, gay or bisexual. The description of someone as transgender refers to their gender identity.

Some young people come to realise that their biological gender is not the same as the gender with which they identify, that is, they are born a girl but feel like a boy, or a born a boy and feel like a girl. Some Trans young people can be heterosexual, lesbian, gay or bisexual, but like all pupils can experience homophobic bullying and should be protected from it.

Trans pupils may not conform to accepted gender norms and roles and therefore may experience homophobic bullying as a result. It is therefore important to be alert to the unique sort of bullying they may experience and protect them accordingly. Also, as teachers we must not be gender specific in our approach to the curriculum.

6. Is it ok to tell gay pupils to be more discreet to avoid bullying?

No. The fundamental principle of *Every Child Matters* is that children and young people should be able to grow up and discover their identities. Telling a pupil to be more discreet undermines that identity, and suggests that the young person is responsible for the bullying they are experiencing. It is important to **respond to the bullying**, rather than removing the target. For secondary age pupils schools may wish to encourage the young person to attend a local **youth group** if they are gay, or find friends and activities where they are able to be themselves.

It is important to work with children and young people who are being bullied to offer them the **support** they need and to equip them with the skills to assess their own safety. For more information on strategies to tackle bullying, including Restorative Justice and conflict resolution.

DL9 Working with pupils who bully

DL14 How to support lesbian, gay and bisexual pupils **DL26** Supporting those harmed by bullying

7. I'm a gay teacher and pupils talk to me about my sexual orientation. What can I say and not say?

School culture and ethos determines how open staff are about their **private lives**, and you should therefore seek advice and guidance from the Head. The key is consistency between all staff regardless of sexual orientation.

Pupils, especially **gay pupils**, can benefit from knowing positive lesbian and gay role models. Staff should however, remain professional and ensure that they provide advice and guidance in a way that is appropriate.

8. I think a pupil may be gay. What should I do?

It is important that you do not ask pupils about their sexual orientation, or assume that they are necessarily troubled by it. If a person does come out to you, it is important to be **supportive**. That way, they will be more likely to tell you if they are experiencing bullying.

Creating a **school ethos** where all pupils feel respected is central to giving pupils the confidence to talk to staff if they need to. Use group discussion and **classes** to reiterate the

school's anti-homophobic bullying **policy** and in secondary schools ensure appropriate information about local groups and useful websites is made available in an appropriate place (and in line with school policy), and reiterate the school's commitment to inclusivity.

9. We do not have any gay pupils at this school. Why would this be relevant?

Homophobic bullying can affect **anyone** regardless of sexual orientation. Anyone who is thought to be gay, or just thought to be "different" can be called "gay" or experience homophobic abuse. It is highly likely that your school will have gay pupils, even if they have not yet "come out". Even if you do not have any gay pupils, it is likely that pupils may have gay friends or **family** and therefore it is relevant to them. Finally, there are gay people in the world (and in the **workplace**) and therefore tackling homophobic bullying is essential to a pupil's wider education.

10. How do schools with a religious character respond to homophobic bullying?

Along with all schools, schools with a religious character condemn and will not tolerate any form of bullying, including homophobic bullying, for at the heart of a successful school is the respect for the dignity of the individual and bullying can have no place in such communities.

See also:

DL11 Schools with a religious character and homophobic bullying

11. Everything is "gay" these days. Do I have to challenge every word?

Homophobic language is common and its use is often casual, but it is very difficult to respond to more serious forms of homophobic bullying if certain words and usage are allowed. Homophobic language also contributes to a culture of intolerance, and may have an impact on how young people feel about themselves. It is therefore necessary for us to have a "**zero tolerance**" approach to homophobic language, regardless of how it is used. Staff should make it clear that homophobic language is not tolerated by our school and that a '**hierarchy of sanctions**' will be followed if it continues.

12. How should I treat the non-biological parent of a pupil?

Like any other **parent**. Non-biological parents have the same rights and responsibilities as a step parent. It is important that schools treat non-biological parents in the same way as biological parents, and they feel able to be involved in school life and activities. Some non-biological parents may apply to adopt a child. Some others may apply for a parental responsibility order; this enables them to sign official forms from school for example.

13. How do I respond to homophobic bullying in PSHE?

Providing an opportunity for pupils to **talk** about sexual orientation and their views of lesbian and gay people is a good thing. You may not always like what they say but if the issue is up for discussion, it is not going to be ignored. There is, however, a crucial difference between expressing views about lesbian and gay issues (which may not be positive) and expressing hatred (homophobic bullying). Before the **lesson** begins, reiterate the importance of respecting other people's views and circumstances. Pupils should be able to present their viewpoints in a way that respects others. If a pupil expresses views which cause particular concern, consider whether it is necessary to speak to them after class and provide additional **support**.

14. What about section 28?

Section 28 was an often misinterpreted piece of legislation that prompted some schools to think they could not tackle homophobic bullying. Section 28 has now been **abolished**. This means that schools can and should respond to homophobic bullying without worrying about Section 28.

15. What about homophobic bullying outside school?

A school is not legally responsible for bullying that takes place outside school, but can take steps to tackle any bullying inside school, and be responsive to incidents that happen outside school.

Under the Education and Inspection Act 2006 a school's behaviour policy can include, as far as is reasonable, measures to regulate behaviour outside school premises when pupils are not in the charge or control of members of staff (which is particularly pertinent to cyberbullying). See section 3.4 of School Discipline and Pupil Behaviour Policies: Guidance for Schools for more detail.

16. Our child is about to start primary school. Should we tell his teacher that we are a same-sex couple?

You do not have to tell the school that you are a same-sex couple, but telling them will enable them to ensure that your child is included and supported. Telling the school will also enable them to keep an eye on your child, and intervene swiftly and effectively if there is any homophobic bullying. Schools' primary concern is the children in their care, not their views on their family arrangements.

17. I have pupils in my school who believe their faith condones homophobic bullying. Do I treat them differently?

All faiths fully support the declaration that all forms of bullying are wrong. No pupil has the right to bully another and it is likely that such an assumption is based on a misunderstanding of religious teachings.

As well as working with the bully to acknowledge the harm that they have done it is important to look for wider opportunities to discuss attitudes around difference and respect, for example within the curriculum or tutor group sessions. Demonstrating a whole-school ethos based on celebrating difference is also critical. Where the bullying is persistent it may also be appropriate to contact the child's parents or carers to alert them to the situation and to remind them about the school's policies on bullying.

Appendix 2: Procedure Flow Chart for dealing with bullying disclosure

1. Once the behaviour is identified as bullying the incident should be reported to the Head Teacher or a senior member of staff (Phase Leader; Inclusion Leader; or Deputy Head).
2. The victim and bully should be interviewed separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support.
5. On some occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem could then be resolved amicably and/or a compromise reached.
6. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
7. In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into the school to discuss the matter.
8. Follow up meetings with the victim should be arranged to find out whether the solution has been effective or not, and the situation should be monitored.
9. Serious or prolonged bullying could result in one or more of the following sanctions:
 - writing an explanation or apology for the incident
 - withdrawal of break or lunch time privileges
 - lunchtime detention
 - behaviour contract with pupil and parents
 - withholding participation in school trips or sports events that are not an essential part of the curriculum
 - removal from a particular lesson or peer group
 - temporary removal from the class
 - interview with the head teacher or deputy head
 - fixed term exclusion
 - permanent exclusion

Staff Detail					
To whom the incident was reported				Position	
Pupil Name	Pupil Involvement <i>(Aggressor, Target, Witness, Participant, Bystander,)</i>	Gender	Year Group	Ethnicity <i>(Grp A, B, C, D,E or F)</i>	Has pupil provided a description of incident? <i>(If yes, please attach)</i>

Please specify Ethnicity Groups:

A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group, F – White Irish Traveller or Gypsy/Roma

Action Agreed (specify actions agreed by each individual)				
Name <i>(Pupil, Parent, Staff)</i>	Action including support for pupil <i>(Pupil, Parent, Staff)</i>	Parents Informed <i>(yes/no)</i>	Review Date	Outcome of review <i>(Resolved / Specify if Further Intervention Required)</i>

Outcome Satisfaction Rating (please tick as applicable)

Targeted Pupil	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unresolved <input type="checkbox"/>
Reporter of incident	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>	Unresolved <input type="checkbox"/>

Additional Information (Including outcome of any other reviews)

Appendix 4 Racist Bullying Incident Report

Pupil's Description of Incident				
Name of pupil providing description				
Member of Staff handling		Position		
Date of Incident				
Type of Incident (please tick)				
Verbal Abuse <input type="checkbox"/>	Physical Abuse <input type="checkbox"/>	Threatening behaviour <input type="checkbox"/>	Racist Graffiti <input type="checkbox"/>	Cyber Abuse <input type="checkbox"/>
Written Abuse <input type="checkbox"/>	Racist language <input type="checkbox"/>	Abuse of property <input type="checkbox"/>	Refuse to co-operate due to ethnicity <input type="checkbox"/>	Incitement of others in racist way <input type="checkbox"/>
Description of the incident (including the views of those involved and events leading up to the incident)				
Follow Up				
Action Taken: Victim				
Action Taken: Perpetrator				
Reporting of the Incident			Recorded by: Signature: Headteacher: Signature:	
Victims parents / carers contacted	YES / NO	Date:		
Perpetrator's parents / carers contacted	YES / NO	Date:		
Governing Body Notified	YES / NO	Date:		
Local Authority Notified	YES / NO	Date:		
Police Notified	YES / NO	Date:		
Other agencies Notified	YES / NO	Date:		

