

# Behaviour and Anti-Bullying Policy

Cardinal Newman Catholic Primary School

February 2021



Last Review: February 2021  
Next Review: February 2022

## Mission Statement

**To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her full potential in the knowledge that they are uniquely created and loved by God.**

## Objectives

The aim of this policy is to enable our school community to follow the teaching of Jesus Christ from the Gospel of St Matthew 7:12

**“So always treat others as you would like them to treat you.”**

High standards of behaviour lie at the heart of our Catholic school family. We aim to promote an environment where everyone feels happy, safe and respected as an individual. Through this policy, we strive to apply a common approach to the maintenance of good behaviour which is understood and practised by the whole school.

## Key Principles

Every child has a right to learn in a happy, safe and secure environment, so that they can grow in self-esteem and personal achievement

Our school community is a collaboration between families, carers, staff, governors and anyone involved in our school community.

The positive contribution of each individual is vital for the success of the school as a Catholic community

All members of the school community have the right to be trusted, treated fairly and respected as individuals

All members of our school community should practise forgiveness and reconciliation

All members of our school community are actively and regularly praised and rewarded for their individual efforts

## The Responsibilities of Staff

To support the distinctive Catholic nature of the school

To teach the Catholic faith and be faithful to the teachings of the Church and the values of the Gospel by word and example (and especially with regard to forgiveness and reconciliation)

To respect colleagues and work together as a team for the benefit of the children in our care

To respect the children, listen to them and speak to them in an appropriate manner

To respect parents / carers and contact them with any concerns relating to their child's work, behaviour or wellbeing

In line with our safeguarding policies, to protect children from harm

To behave in a professional manner at all times, guided by the school's policies and procedures

## **The Responsibilities of Parents / Carers**

To support the distinctive Catholic nature of the Cardinal Newman Catholic Primary School, which they have chosen for their children

To ensure that their child knows that school is a place for learning and that all children have the right to learn and play without interference from others.

To promote respect for all members of the school community by word and example

To support their child to understand that physical violence of any kind is never acceptable (including when someone else has hit / provoked them first)

To ensure that their child is fit for school: making sure their child has had enough food and sleep, is clean, properly equipped and well enough to be in school

To encourage forgiveness when other children make poor choices and to support reconciliation between the children and families

To ensure that any concerns about the school are shared privately with the headteacher and / or relevant member of staff in order to maintain children's confidence and positive attitude to school and learning. If the concern remains, the school's Complaints Policy outlines the formal process of complaint.

## **The Responsibilities of Pupils**

To be polite, kind and considerate to everyone in our school community and never use rude or discriminatory language

To learn to listen politely to others

To work hard and do their best

To do nothing that prevents others from working and learning

To contribute to keeping the school clean and tidy, including taking care of school property.

To behave appropriately for the setting they are in (classroom, playground, assembly, church, trip)

To move sensibly around the school and never run inside

To take personal responsibility for their own actions and to say sorry for poor choices

To forgive others who seek their forgiveness

To understand that good behaviour is about making good choices, including focussing on their own learning if others are making inappropriate choices.

## The Responsibilities of Governors

To support the distinctive Catholic nature of the school

To promote respect for all members of the school community by word and example

To respect the professional judgements of the staff team in the day-to-day implementation of the policy

To regularly review the effectiveness of the behaviour and anti-bullying policy and ensure the general guidelines are adhered to

To follow up and investigate fully any complaints received about the day-to-day implementation of the policy

All visitors to the school are expected to show the same levels of consideration and respect while working in or with our school community.

## Legal Guidance

Governors also endorse and support the statutory obligations specified by the Department of Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff.pdf) "Behaviour and Discipline in Schools" which allows for the Headteacher to be supported should the following be required:

Screening and searching pupils

Power to use reasonable force and other physical contact

Power to discipline beyond the school gate

Power to confiscate pupils' property

Work with other agencies to assess the needs of pupils displaying continuous disruptive behaviour

The school follows the Surrey County Council guidance "Touch and the Use of Restrictive Physical Intervention When Working with Children and Young People"

[https://www.surreycc.gov.uk/\\_data/assets/pdf\\_file/0019/101854/Touch-and-the-use-of-restrictive-physical-intervention-when-working-with-children-and-young-people.pdf](https://www.surreycc.gov.uk/_data/assets/pdf_file/0019/101854/Touch-and-the-use-of-restrictive-physical-intervention-when-working-with-children-and-young-people.pdf)

which confirms that members of staff have the power to use reasonable force to prevent pupils committing an offence or injuring themselves or others.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)

The school follows the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

# Whole School Expectations

## *Uniform and Equipment*

- Smart well-fitting Cardinal Newman school uniform should be worn at all times, except with specific permission of the Headteacher e.g. injuries, mufti days, some trips or sporting events
- Hairstyles should be moderate and not extreme. Long hair should be tied back for safety reasons. Hair accessories should be simple and smart, matching school colours (red, white and navy)
- Shoes should be smart and practical for school wear (no heels, no open-toed sandals). Trainers are for use in PE lessons and clubs only.
- As a rule, jewellery should not be worn. Simple ear studs (one in each ear) or simple watches are an exception to this rule, but remain the responsibility of the owner.
- Temporary tattoos and nail varnish should be removed before coming to school
- Toys, games and sweets may not be brought into school without special permission
- Mobile phones should be left at home if possible. With permission from the class teacher, children who travel to or from school on their own may bring their phone to school, but this must be handed to the office before the school day begins and collected at home time. Failure to do this will result in the phone being kept in the office until a parent is able to collect the phone.

## *Classroom*

- Class teachers develop children's understanding of "the responsibilities of pupils" with their class every year and these rules are displayed in the classroom and referred to regularly.
- Expectations of classroom behaviour are based on our mission statement and guided by the principles of enabling each individual to develop to their full potential in the knowledge that they are unique and loved by God
- Circle time and SEAL resources support children's understanding of good behaviour choices and of the impact of poor choices
- All class teachers have been trained to use the "123 Magic" behaviour programme with children requiring a more structured system of behaviour management

## *Playground*

- Help everyone to enjoy playtimes safely.
- Any form of bullying is not acceptable and should be reported to an adult immediately.
- Keep to the designated areas and play safe and acceptable games.
- Check the rotas for playground equipment, football, adventure playground and prayer garden use. These can only be used when it is your turn.
- If playtimes are difficult for you, you could choose to take part in a lunchtime club, such as Computing, Chess or Chatty Club. Academic Mentors support in KS1 with reading or playtimes and Buddy Systems also operate in KS1, where Y2 pupils help others.
- Lunchtime supervisors and KS2 Peer Mentors help to resolve arguments on the playground. Any incident requiring further action will be dealt with according to the school behaviour procedures. (Appendix 1)

## *Whizz-Kids Wrap-Around Care*

Whizz Kids is sited on our school premises and acts as an extension of the school day. As such, pupils are expected to adhere the usual behaviour expectations set out in this policy.

If the child does not respond to behaviour management strategies from a member of Whizz-Kids staff and if their behaviour choices do not improve, the child is referred to the Headteacher or member of SLT. Children who consistently refuse to comply with these behaviour expectations may be asked not to come to Whizz Kids.

## *Off-site behaviour*

When children are learning off-site, acting as ambassadors for our school or enjoying after-school clubs, the behaviour expectations are exactly the same as set out in this policy. Poor behaviour choices will not be tolerated and persistent poor choices could result in a child's participation in an activity being terminated.

## *E-Safety* (in conjunction with E-Safety policy - Appendix)

E-safety is taken very seriously at Cardinal Newman Catholic Primary School and we are aware of the challenges of an ever-changing picture of global technology.

- Staff, parents and children sign an "Acceptable Use " document at the start of the academic year to support appropriate choices around online behaviour
- E-Safety and cyberbullying are discussed proactively as part of the Computing and PSHE curriculum and parents are invited to attend E-Safety workshops regularly on a range of topics
- Any concerns around the inappropriate use of technology by children, parents or staff should be reported to the Safeguarding Team immediately

## *Anti-bullying* (in conjunction with Anti-Bullying policy – Appendix 2)

- All bullying behaviour is unacceptable in our school. Any incident of bullying should be reported to someone with authority, in the knowledge that it will be dealt with promptly and confidentially.

## *Peer on peer abuse*

All children have a right to attend school and learn in a safe environment. All members of staff Cardinal Newman recognise that children are capable of abusing other children. Cardinal Newman Catholic Primary School believes that sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed.

Allegations of peer on peer abuse will be dealt with under our child protection and safeguarding policy and in line with KCSiE (2020), including seeking advice and support from other agencies, as appropriate. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated, passed off as 'banter' or 'just having a laugh' and is not an inevitable part of growing up

Cardinal Newman recognises that peer on peer abuse can take many forms, including but not limited to :

- bullying, including cyberbullying
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Nude or semi-nude image sharing (also known as 'sexting' or 'youth produced/involved sexual imagery')

- Initiation/hazing type violence and rituals.

In order to minimise the risk of peer on peer abuse, Cardinal Newman School will:

- implement a robust behaviour and anti-bullying policy
- provide an age appropriate RSE and PHSE curriculum which includes healthy and respectful relationships, respectful behaviour looks like, consent, gender roles, stereotyping and equality, that sexual violence and sexual harassment are always wrong.
- provide a range of reporting processes including “what I want my teacher to know” boxes

Whilst we encourage children to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC ‘Report Abuse in Education’ helpline on 0800 136 663

## **Celebration of Achievements**

Cardinal Newman Catholic Primary School promotes a positive behaviour management system, recognising the importance of praise, reward and encouragement to support good behaviour choices. Some of the ways we support positive behaviour choices are:

- Class teachers congratulate and praise children publicly and privately (e.g. happy face on the board) Stickers / stampers may be awarded for good work, behaviour or acts of kindness
- HT and DHT award stickers for outstanding work or behaviour
- All staff award housepoints which are collected weekly and the winning house receives a trophy at whole school assembly
- Classes collect marbles when the whole class works hard or impresses the teacher. When a class collects 50 marbles, they choose a “marble treat”
- Weekly “Celebration” assemblies where children are nominated for special achievement certificates presented by the HT / DHT and published in our school newsletter
- Achievements outside of school are celebrated on our “Whole School Achievements” board to develop self-esteem and to promote further aspiration

## **Inappropriate Behaviour Choices – Sanctions and Consequences**

At Cardinal Newman, we strive to support all children, whatever their needs, to make positive behaviour choices and to be enabled to do so through a range of strategies designed to encourage, support and foster the right choices. Above all, we seek to teach children the importance of behaving safely, respectfully and considerately at all times, in line with our school rules.

However, we recognise that poor behaviour choices will sometimes be made and that all children have the right to be treated fairly, equally and transparently when the need arises. To that end, the school behaviour procedure (Appendix 1) sets out how inappropriate behaviour is dealt with and when concerns should be escalated to the next level.

In all instances the teacher involved (or Class Teacher, if support staff involved) will decide where the incident fits on the behaviour scale. Professional judgement should be used and much is dependent on the age and stage of development of the child. Separate strategies may be in place for children who have an EHCP and this will be detailed in the child's notes and shared with all staff. Behaviour expectations are the same for all children, although some children, especially those with SEND, may have considerable staff support to help them achieve these expectations.

## **Exclusions**

Exclusions will only be considered when all other avenues have been explored and can only be initiated with the authority of the Headteacher. In most cases, exclusion will only be considered after a range of strategies have been tried to improve inappropriate behaviour. If a child's behaviour is of constant concern, exclusion can be considered as a last resort. A serious offence could by itself justify a pupil's exclusion e.g.

- violence towards an adult or child
- racist abuse
- sustained bullying
- frequent high-level disruption to lessons
- frequent high levels of non-compliance

There are two types of exclusion, fixed-period or permanent. If the Headteacher is considering exclusion, the most recent Exclusion Guidance will be followed:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

In all instances of exclusion, the Chair of Governors will be informed.



## Appendix 1 - School Behaviour Procedures

| How serious?<br>Who deals with?  | Example of type of<br>behaviour  | Possible sanctions /<br>strategies   | Involvement of others   |
|--|--|--|---|
| 1 (MINOR)<br>Member of Staff<br>involved   | Talking at wrong time<br>Distracting and / or being<br>distracted<br>Time wasting<br>Calling out<br>Bad manners<br>Getting out of seat at wrong<br>time<br>Pushing in line<br>Silly noises   | Minimal sanction<br>Eye contact / frown<br>Reminder<br>Proximity<br>Change of seating<br><br>"Catch them being good"<br>and reward<br>Remind of behaviour<br>expectation. Explain why.<br><br>Link behaviour to class<br>rules agreement<br>Name on board<br>Time out during playtime<br>may be needed | Not recorded.<br>Verbal / non-verbal reminder of<br>expected behaviour.<br>Repetition of the same behaviour<br>(e.g. 3 times in a morning) would<br>lead to CT sanction   |
| 2<br>Class teacher   | Persistent repetition of<br>stage 1 behaviour and no<br>improvement<br>Not doing as asked straight<br>away<br>Leaving class without<br>permission<br>Racist or other<br>discrimination WITHOUT<br>understanding<br>Lack of respect for property<br>Lack of respect for adults<br>(answering back, rolling<br>eyes etc)<br>Lying to teacher | Verbal reprimand by<br>teacher<br>Withdrawal of privileges eg<br>playtime, reward<br>Separation from class<br>group<br>CT speak to parents<br>Write a letter of apology<br>Miss break time / lunch<br>time<br>Complete unfinished work<br>at playtime / home   | Seek advice from Head of Key<br>Stage re further strategies<br>CT call / meet parents informally<br>to explain concern and share<br>strategies being used<br>Prejudice monitoring<br>report(Appendix 4) filled out by CT<br>and returned to DHT   |
| 3<br>Class teacher and<br>Head of Key Stage<br>(or AHT if CT also<br>Head of Key<br>Stage) | Repetition of stage 2<br>behaviour<br>Constant low level<br>disruption which disturbs<br>other children's learning<br>Persistent name calling /<br>teasing<br>Consistently not conforming<br>to school rules<br>Swearing / discriminatory<br>language<br>Verbal aggression<br>Stealing<br>Deliberate spitting                              | KS Lead and CT meet<br>parents to discuss concerns<br>Letter of apology written at<br>home<br>Letter home to parents<br>Extra work e.g. writing out<br>tables / spellings etc<br>Loss of privileges<br>School based community<br>service e.g. wiping tables in<br>lunch hall, litter picking etc       | CT and Head of Key Stage meet<br>with parents to inform of<br>behaviour and increasing<br>concerns.<br>Agree a behaviour plan and set up<br>targets to improve the behaviour.<br>Review regularly with child and<br>parents.<br>CT record behaviours on CPOMS /<br>behaviour log (Appendix 3) |

|  |  |   |  |
|--|--|---|--|
| <p>4</p> <p>Class Teacher and Assistant Headteacher (Deputy Headteacher if CT is also AHT)</p> | <p>Bullying</p> <p>Putting other children at risk through physical aggression</p> <p>Biting or kicking to the point where marks are left</p> <p>Refusing to do what a teacher has told them; ignoring or refusing to follow school rules</p> <p>Graffiti / wilful damage of property</p>   | <p>CT and AHT meet parents to discuss concerns</p> <p>Withdrawal of privileges</p> <p>Letter of apology</p> <p>School based community service</p> <p>Internal exclusion from other children</p> <p>DHT is informed and meets with child to express concern and hope for better behaviour</p>  | <p>Sanctions and strategies at stage 3 exhausted.</p> <p>AHT and CT meet with parents. Consider involvement of Surrey Behaviour Support or other professionals</p> <p>Agree a behaviour plan and set up targets to improve the behaviour. Review regularly with child and parents.</p> <p>CT record behaviours on CPOMS / behaviour log (Appendix 3)</p>                                       |
| <p>5</p> <p>Assistant Headteacher and Deputy Headteacher (with CT if appropriate)</p>          | <p>Racist or discriminatory behaviour or language used WITH understanding</p> <p>Fighting where a child has been separated from another child</p> <p>Hitting another child violently or deliberately</p> <p>Inappropriate sexual behaviour</p> <p>Biting or kicking to the point where blood is drawn</p> <p>Verbal threats against staff; swearing or use of very rude or aggressive language directed at staff member</p> <p>Danger of violence</p> <p>More serious vandalism</p>  | <p>HT informed and involved as appropriate</p> <p>Child should clean / mend graffiti where possible</p> <p>Letter home conveying incident and seriousness of it – copy for child's school record</p> <p>Child write a full account of incident and apology at home – with parental support</p> <p>Educate the child about school expectations and the change needed</p> <p>Behaviour contract drawn up and signed by parents and child</p> <p>Withdrawal of privileges</p> <p>Internal exclusion</p> <p>Lunchtime exclusion</p> <p>Fixed period exclusion</p> | <p>Stage 4 strategies exhausted.</p> <p>Either: Formal meeting to confirm that the child may be excluded if serious behaviour is repeated</p> <p>OR</p> <p>Straight to Fixed Period Exclusion</p> <p>Consider setting up Pastoral Support Plan with involvement from outside professionals</p> <p>DHT records behaviours on server and undertakes paperwork in line with Surrey procedures</p> |
| <p>6 (MAJOR)</p> <p>Deputy Headteacher and Headteacher</p>                                     | <p>Severe assault on anyone</p> <p>Significant danger or violence towards others</p> <p>Theft</p> <p>Throwing furniture</p> <p>Repeated incidences of bullying</p> <p>Racial or sexual harassment</p> <p>Very serious challenge to authority e.g. towards DHT / HT</p> <p>physical aggression towards a member of staff</p> <p>Refusal to co-operate with the school's behaviour policy</p> <p>Disruptive behaviour in class – all other strategies and interventions have been exhausted</p> <p>Possession of illegal material (e.g.drugs, knife)</p> | <p>Formal meeting with parents</p> <p>Internal, Fixed period or permanent exclusion</p>   | <p>DHT and HT meet parents and the child is excluded (either fixed period or permanently)</p> <p>HT records on server and undertakes paperwork in line with Surrey procedures.</p>   |

## Appendix 2 - Anti-bullying Policy

### Definition of Bullying

**Cardinal Newman defines bullying as:**

‘Someone who deliberately and often tries to hurt another person, either by saying unkind words, hurting them physically or indirectly harming another person.’

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

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

**What does this look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- putting undue pressure on another to do something against their will
- physical assault
- taking or damaging belongings
- cyber bullying – inappropriate text messaging and e-mailing; sending/ posting offensive or degrading images by phone or via the internet
- producing offensive graffiti
- spreading hurtful and untruthful rumours
- excluding people from groups
- sexual violence
- sexual Harassment
- sexting
- upskirting
- any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- racist, sexist, homophobic or discriminatory behaviour

We recognise that there are different types of bullying. These can include:

- Relational (social bullying) - involves hurting someone's reputation or relationships.
- Cyber - the use of the Internet and related technologies to hurt other people
- SEND - bullying about a person's special education needs or disability
- Sexist, transgender, homophobic - bullying about a person's sex or sexual preference
- Racist – bullying someone about their skin colour, culture or ethnic origin
- Sexual Bullying – any bullying behaviour with a sexual element

## Procedure

The effectiveness of this policy relies upon all incidents of bullying being reported **when they happen**.

### What should children do if being bullied?

- Tell a friend, adult at school or someone at home.
- Put a note in the class 'What I want my teacher to know' / 'Worry Box' with your name on it – you don't have to name the bully but you need to let someone know you are being bullied.

### What should adults do if being bullied?

- Tell a colleague or senior member of staff or the Chair of Governors.

### What should parents do if they think their child is bullying or being bullied?

- Discuss their concerns with the class teacher.
- Concerns may be referred by the class teacher or parent to the Headteacher or a member of Senior Leadership Team. If the problem continues the matter can be referred to the Chair of Governors in writing.
- Endorse and support the policy against bullying, by acting responsibly and calmly.
- Not automatically dismissing the suggestion that their own child could be involved but work positively with the school to change behaviour.
- In the case of cyber-bullying, help your child to save evidence, i.e. print copies of emails and do not delete messages from mobile phones.

### What should parents NOT do?

- **Parents must not confront any child or parent.**
- **Parents must not encourage their child to respond to the situation in an inappropriate manner, resulting in a breach of school rules.**

## Policy into Practice

Children's behaviour at playtimes is monitored by the staff on duty, who record details of significant incidents on our online monitoring system (CPOMS) or on a behaviour log (Appendix 3) if appropriate. Teaching staff are made aware of any incidents that take place during playtimes which involve a child or children in their class. The Headteacher regularly reviews these logs. Where bullying involving a child is suspected or has been reported, immediate action is taken.

**Staff will ensure that they:**

- Listen to the person's concerns.
- Offer support.
- Act on the information given. With younger children a 'No Blame Approach' may be considered appropriate.
- Make it clear to the victim that the school can and will support him/her.
- Make it clear to the child/children using bullying behaviour that this behaviour is unacceptable and that it must stop immediately.
- Actively encourage improved behaviour from the bully.
- Inform parents of all concerned.
- Talk to the persons concerned to see if the reconciliation, involving a genuine apology is possible at this stage. If not, sanctions will be taken. These may include a fixed period exclusion from school.
- Reassure the victim that it is not his/her fault, explaining that;
  - He/she was right to tell.
  - If the person or people who were using the bullying behaviour get into trouble, it is his/her own fault because we are accountable for our own actions.
  - He/she will be supported and their well-being will be monitored by the class teacher.

**In addition, staff will:**

- Actively promote the Behaviour Policy within the school community.
- Identify and use opportunities in the classroom to develop the children's understanding of what 'bullying' is and raise their awareness of the difference between bullying and one-off disagreements.
- Use Circle Time to promote an understanding and recognition of bullying, develop skills for resolving arguments and promote expectations of high standards of behaviour.
- Lead assemblies to help children to understand the importance of respect for all.
- Use the curriculum to teach aspects of bullying, particularly in SEAL and e-safety lessons.

**Pupils will be encouraged to:**

- Behave towards one another safely and responsibly in accordance with our school Mission Statement.
- Be open and respectful in their dealings with one another, especially respecting the views of others and their personal space.
- Seek support from an adult if they have any concerns or worries.
- Report bullying incidents directly to staff as soon as possible.
- Take responsibility for their individual actions.

Where bullying involving adults on school premises is alleged, the appropriate complaints procedure will be followed.

## Appendix 3 - A B C Behaviour Log (or CPOMS Log used)



Name of child:

Class:

d.o.b.

| Date | <b>Antecedent</b><br>(what was child doing before incident) | <b>Behaviour</b><br>(what did the child do) | <b>Consequence<br/>And Review of<br/>Actions</b><br>(what did adult do) | Intervention<br>(support in place, if required) | Logged by |
|------|---|---|---|---|-----------|
|      |   |   |   |   |           |
|      |   |   |   |   |           |

## Appendix 4 – Surrey “Prejudice Related Incidents Form”

(All Surrey schools are required to record incidents if they arise and report annually to Surrey)

Date of incident

Details of those involved:

| Details of those involved:  | Perpetrator(s) | Victim(s) |
|---|----------------|-----------|
| <b>Name(s):</b>   |                |           |
| <b>Status</b><br>(Pupil, Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child) |                |           |
| <b>Gender</b>   |                |           |
| <b>Ethnicity</b> (use Surrey ethnic categories only)  |                |           |
| <b>First Language</b>   |                |           |
| <b>SEND</b> (Yes / No)  |                |           |
| <b>Pupil Premium</b> (Yes / No)   |                |           |
| <b>Year Group</b>   |                |           |
| <b>Repeat offence/victim?</b> (Yes / No)  |                |           |

Equality category involved:

|   |   |   |
|---|---|---|
| <input type="checkbox"/> Race               | <input type="checkbox"/> Gender             | <input type="checkbox"/> SEN and Disability           |
| <input type="checkbox"/> Religion or Belief | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Other (please specify below) |
| Other                                       |   |   |

Additional prejudice-related factor(s) involved in the incident (if applicable):

|   |   |   |
|---|---|---|
| <input type="checkbox"/> Race               | <input type="checkbox"/> Gender             | <input type="checkbox"/> SEN and Disability           |
| <input type="checkbox"/> Religion or Belief | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Other (please specify below) |
| Other                                       |   |   |

Type of incident (tick one only, ie the category which most closely describes the incident):

|  |   |   |
|--|---|---|
| <input type="checkbox"/> Verbal abuse (eg name-calling, ridicule, comments, jokes)         | <input type="checkbox"/> Verbal threats   | <input type="checkbox"/> Damage to personal property  |
| <input type="checkbox"/> Non-verbal abuse (eg gesture, mimicry, using pictures or objects) | <input type="checkbox"/> Physical intimidation or threats (eg expressed by gesture or physical proximity) | <input type="checkbox"/> Theft or extortion   |
| <input type="checkbox"/> Cyber bullying (eg texting, email, facebook)                      | <input type="checkbox"/> Physical abuse (eg hitting, pushing, unwanted touching)                          | <input type="checkbox"/> Discriminatory/offensive graffiti  |
| <input type="checkbox"/> Avoidance or refusal to interact                                  | <input type="checkbox"/> Intimidation or threat with weapon   | <input type="checkbox"/> Possession or display of discriminatory/offensive materials (eg racist insignia or publications) |
| <input type="checkbox"/> Collusion with behaviour of others                                | <input type="checkbox"/> Physical assault with weapon   | <input type="checkbox"/> Other discriminatory behaviour   |
| <input type="checkbox"/> Incitement (eg encouraging others to participate)                 |   |   |

Description of the incident:

|   |  |  |
|---|--|--|
| When and where did the incident happen?       |  |  |
| <input type="checkbox"/> Travelling to school | <input type="checkbox"/> Between lessons | <input type="checkbox"/> On school premises after school |

|   |   |   |
|---|---|---|
| <input type="checkbox"/> On school premises before start of school  | <input type="checkbox"/> During breaktime   | <input type="checkbox"/> Travelling from school                 |
| <input type="checkbox"/> During lessons (in classroom)  | <input type="checkbox"/> During lunchtime   | <input type="checkbox"/> Away from school / During leisure time |
| <input type="checkbox"/> During lessons (in unauthorised location)  | Specify location:   |   |
| <b>Severity of incident</b>   |   |   |
| <input type="checkbox"/> No offence was intended  | <input type="checkbox"/> Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable             |   |
| <input type="checkbox"/> Hurt or distress caused, but offending behaviour unlikely to be repeated   | <input type="checkbox"/> Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated |   |
| Summarise what happened and who was involved including witnesses, participants and bystanders:  |   |   |
|   |   |   |
| Other relevant information (eg relationship between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items) |   |   |
|   |   |   |

**Action taken (tick all that apply):**

| Victim-related  | Perpetrator-related   | School-related  |
|---|---|---|
| <input type="checkbox"/> Parent/guardian informed           | <input type="checkbox"/> Parent/guardian informed           | <input type="checkbox"/> Class/peer group workshop          |
| <input type="checkbox"/> Comfort and reassurance            | <input type="checkbox"/> Apology to the victim(s)           | <input type="checkbox"/> Assembly item                      |
| <input type="checkbox"/> Buddying, peer support             | <input type="checkbox"/> Advice/pastoral support            | <input type="checkbox"/> Letter to parents/guardians        |
| <input type="checkbox"/> Counselling                        | <input type="checkbox"/> Restorative Justice                | <input type="checkbox"/> Policy review                      |
| <input type="checkbox"/> Restorative Justice                | <input type="checkbox"/> Referral to senior teacher         | <input type="checkbox"/> Review of curriculum               |
| <input type="checkbox"/> Education on e-safety              | <input type="checkbox"/> Disciplinary action (eg detention) | <input type="checkbox"/> School campaign (eg posters)       |
| <input type="checkbox"/> Referral to specialist help/agency | <input type="checkbox"/> Referral to specialist help/agency | <input type="checkbox"/> Staff training                     |
| <input type="checkbox"/> Medical treatment                  | <input type="checkbox"/> Fixed-term exclusion               | <input type="checkbox"/> Initiative with learning community |
| <input type="checkbox"/> Review dates set                   | <input type="checkbox"/> Permanent exclusion                | <input type="checkbox"/> Initiative with Local Authority    |
| <input type="checkbox"/> Other (please describe):           | <input type="checkbox"/> Police informed                    | <input type="checkbox"/> Other (please describe):           |
| <input type="checkbox"/> Other (please describe):           | <input type="checkbox"/> Other (please describe):           | <input type="checkbox"/> Other (please describe):           |
|   |   |   |

**Form completed by:**

| Print name | Position | Signature | Date |
|------------|----------|-----------|------|
|            |          |           |      |

For advice and guidance on reporting and responding to incidents please refer to the prejudice-related incidents guidance notes at <http://www.surreycc.gov.uk/learning/teachers-and-education-staff/education-information-for-headteachers/>