



SIAL.school

Bilingual English/Italian

SIAL

Code of Practice for Equality- Diversity- Inclusion and Cohesion

Last reviewed September 2024
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Treating others as they wish to be treated

Our children, families and staff are drawn from a rich variety of social backgrounds, family structures, ethnic groups and religions.

At SIAL we value the right of each person to be shown respect and courtesy and to have their individual differences recognised and protected.

We will actively work to ensure that all children and adults are given every opportunity to achieve, to recognise their own worth and to play an important part in our community. We place the promotion of equality of opportunity at the heart of all our work.

Legal duties

1. At SIAL we welcome our duties under the Equality Act 2010 to:

- ⇒ Eliminate discrimination
- ⇒ Advance equality of opportunity
- ⇒ Foster good relations in relation to the following protected characteristics (*listed here in alphabetical order*)

Age	Disability*	Gender reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
			Race	Religion or Belief
			Sex	Sexual orientation

* see [here](#) for defining disability

2. We welcome our duty under the Education and Inspections Act 2006 to **promote community cohesion**.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations referred to above we are guided by the following principles.

1. All learners are of equal worth
2. We recognise and respect difference
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We observe best equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We consult widely
7. Society as a whole should benefit
8. We base our policies and practice on sound evidence
9. We work towards measurable equality objectives

Principle 1: All learners are of equal worth

We see all learners, potential learners and their parents and carers as of equal worth:

- ↗ whatever their race, culture, national origin or national status
- ↗ whatever their religious or non-religious affiliation or faith background
- ↗ whatever their sex and gender identity
- ↗ whatever their sexual orientation
- ↗ whether or not they are disabled

At SIAL Children are valued as individuals and encouraged to be confident and open-minded learners. We therefore aim to make clear, open and effective decisions which best support each child's learning.

Promoting a positive culture

We promote positive attitudes towards others by staff modelling respectful attitudes and we provide positive images of participation of a wide range of people in public life/book resources etc..

Stereotypes are to be actively challenged in both the classroom environment and in the playground and by all staff.

Information and communication

We ensure confidentiality and provide a supportive ethos where schools users feel able to disclose a disability.

We ensure that information is communicated appropriately where a child or parent/carer has a disability.

Our overriding concern is for the achievement, safety and well-being of all children in our schools. We will take positive steps and make reasonable adjustments to ensure that disabled children can fully participate in their education so that they can enjoy the other benefits, facilities and services which are offered to all. However, in circumstances where educating a child at SIAL may be detrimental to the achievement, safety and well-being of the child and/or others then we will discuss and advise this in an appropriate, respectful and sensitive manner with their parents/carers.

Principle 2: We recognise and respect difference

As highlighted by UNICEF:

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and others cultures. (Article 29)

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.
(Article 30)

The right to freedom of thought, conscience and religion is actively supported at SIAL.

Treating people equally **does not involve treating them all the same**. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- ↗ Disability, so that reasonable adjustments are made
- ↗ Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- ↗ Gender identity, so that it is accepted that not everyone identifies with the sex ascribed to them at birth
- ↗ Religion, belief or faith background
- ↗ Sex, so that the needs and experiences of all people are recognised
- ↗ Sexual orientation

We oppose prejudice and discrimination and work to ensure that everyone is regarded as important in our community.

We are committed to ensuring equality of education and opportunity for all, including irrespective of gender or sex. We recognise that definitions may go beyond being male or female and include, for example intersex and non-binary.

We actively challenge gender stereotypes and we encourage all children to take a full and active part in all areas of school life; including physical activity, extra-curricular clubs and activities and curriculum-based learning.

Indeed, the children are encouraged to think about roles, activities and occupations that are outside traditional gender stereotypes.

Parents/carers of both genders are encouraged to participate in their child's education, e.g. attending parents and carers consultations, helping in school and accompanying groups on educational visits.

A safe and brave space

One of our key priorities is that the children feel like they belong – that who they are and what they believe to be important is valued and safe in our school.

This naturally means providing, amongst many things, a safe and brave space for the children to develop their identity organically and without feeling the concern, pressure and isolation that can come with not identifying with a given identity; especially those who may be feeling confused by or questioning their identity and how to express themselves.

In support of this, we have a gender-free approach to the uniform options the children can choose to wear and the toilets they can choose to use (*our assumption is that most of our parents and carers will be in support of these options and the inclusive message they communicate, but for those concerned please be assured that all of the toilets in the school allow for private and individual use*).

There are several excellent charities and companies to reach out to for advice and information if you are not sure how best to support a child's developing gender identity:

- <https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-gender-identity-issues/> (the 'How can I help my child?' section is certainly a great start)
- www.depend.org.uk (free confidential advice, information and support for all)
- www.mermaidsuk.org.uk (telephone information and listening service for children and teenagers with gender identity questions and concerns and their families)

As a school we are of course also very happy and willing to meet with parents and carers to discuss this further and to help to work out how best to support their children and families with their individual journeys.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our codes of practice, policies, procedures and activities consistently and effectively promote, support and ensure:

- \ Mutual respect and good relations between children, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- \ Mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- \ Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of discrimination, harassment and victimisation of disabled people
- \ Positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender reassignment
- \ Positive interaction, good relations and dialogue between groups and communities different from each other in terms of race, religion or belief and an absence of discrimination, harassment and victimisation because of race and religion or belief
- \ Recognition and celebration of our eight fundamental school values — **courage, creativity, honesty, independence, kindness, resilience, respect and responsibility** — which are promoted weekly and underpin all aspects of our academic and pastoral life

Communities in the UK and the world are changing, in most cases, becoming more diverse. Schools can prepare all learners to interact successfully with others from different backgrounds throughout their lives. This is achieved when young people learn to respect others' beliefs and attitudes, explore issues from different perspectives, work in collaboration with many different people and show fairness and consideration to others.

Our aim is that parents/carers, children and staff work together to set and meet high standards of attendance, work and behaviour.

We appreciate and respect that people in our community maybe gay, lesbian, bisexual and/or transgender and we recognise the existence and damage of homophobia, biphobia and transphobia in society.

Homophobia, biphobia and transphobia amongst adults can be classified as a hate crime (*if there is a criminal element to them or a 'hate incident' if this is not the case*) and incidents may be reported to the police. Homophobia in and amongst children is much more likely to be about their lack of understanding. It is usually simply a learned response and not a considered view or opinion based on experience. In short it is prejudice.

We will not tolerate homophobia, biphobia and transphobia of any kind in our school. We will not allow or support discrimination or prejudice or accept language or behaviour which is harmful or negative or less than respectful to any individual person or group of people.

We will always respond in a consistent, clear and positive way in dealing with any and all kinds of homophobia, biphobia and transphobia (HBT) or homophobic, biphobic and transphobic name calling.

We will enable children and young adults to understand that there are a range of differences in people's sexual orientation, gender identities, who they love and that all our differences are valid, valued and recognised.

We help children understand that being, for example, gay or lesbian is about more than sexual preference (just as ethnicity is about more than skin tone). Everyone has a gender identity and expresses their gender in a unique and personal way. We help the children to understand that the words "gay" and "lesbian" are not terms of abuse or ridicule and they are not 'rude' or swearing. We will help children to understand that this also applies to being bisexual, transgender or intersex.

*We also help parents, carers and staff to understand that an act of parliament known as 'clause or section 28' – which forbade schools from promoting gay relationships as if they were 'normal', valid and recognised – was **repealed in 2003** and that now we all recognise that helping children to understand the validity and existence of different sexual orientations and relationships is to be encouraged and expected in schools.*

Principle 4: We observe best equalities practice in staff recruitment, retention and development

We ensure that codes of practice, policies and procedures **benefit all employees and potential employees**, for example in recruitment and promotion, and in continuing professional development:

- ↗ whatever their age
- ↗ whatever their race, religion or belief
- ↗ whatever their gender identity
- ↗ whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- ↗ whatever their sexual orientation
- ↗ whatever their status with regards to marriage and civil partnership
- ↗ whether or not they are disabled

We aim to ensure that our staff are knowledgeable, fair, adaptable, well-organised and continue to develop their expertise.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- ↗ Cisgender and transgender people
- ↗ Disabled and non-disabled people
- ↗ Heterosexual, lesbian, gay and bisexual people
- ↗ Older and younger people
- ↗ People of different races, religions or beliefs
- ↗ Sexes

We aim to provide a high quality learning environment and an inclusive and wide-ranging curriculum.

At SIAL we have a zero tolerance approach to discrimination.

All staff are expected and will be supported to challenge acts of discrimination, harassment, bullying, offensive language and so on.

The following behaviours, exhibited by **any person**, will not be tolerated in or around the school environment. This means intervention by all staff – regardless of status – is consistently required when these behaviours occur:

- ⇒ harassment, intimidation, victimisation and violence
- ⇒ discrimination based on gender, race, religion or belief, sexual orientation, disability and age
- ⇒ dissemination of hate propaganda, including hate literature
- ⇒ use or possession of alcohol or illegal drugs
- ⇒ possession/use/selling of illegal substances or weapons
- ⇒ theft or intentional property damage
- ⇒ any behaviour which threatens the health or safety of any person (e.g. physical or verbal abuse, arson, bomb threats, tampering with safety equipment such as fire alarms etc.)

The following behaviours by **the children** are viewed as unacceptable and in some cases unlawful in or around the school environment. They may result in immediate exclusion without the normal sequence of interventions. They may also require police involvement.

Serious misconduct which will result in automatic action/consequences

- ⇒ physical violence – the use of force or inciting others to use force to cause physical injury
- ⇒ criminal harassment – causing alarm or distress to a person, putting them in fear for their safety or the safety of a person known to them by:
 - repeatedly following others from place to place
 - harassment based on their race, gender, disability, religion or belief, sexual orientation or age
 - engaging in threatening behaviour (including racist, sexist or homophobic, biphobic and transphobic banter and/or name calling)
 - uttering threats – communicating intent to cause bodily harm, verbal abuse and harassment
 - possession of a bladed article or offensive weapon – a weapon is any object used, designed to be used or intended to be used to cause injury or death or to threaten or intimidate a person.
N.B. *Disciplinary decisions will take into account the inherent or perceived danger of the object involved.*
 - possession of drugs or alcohol for personal use or for supply to others. Examples include the use of illegal drugs and alcohol and possession of drug paraphernalia.
- ⇒ possession of other items which are illegal by law
- ⇒ any other behaviour which contravenes the school's EDI code of practice

Principle 6: We consult widely

We engage with a range of groups and individuals to ensure that those who are affected by a code of practice, policy or activity are consulted and involved in the design of new codes of practice and in the review of existing ones. We consult and involve:

- ↗ Disabled as well as non-disabled people
- ↗ Lesbian, gay and bisexual people as well as heterosexual people
- ↗ Older and younger people
- ↗ People from a range of ethnic, cultural and religious and non-religious backgrounds
- ↗ People of different sexes
- ↗ Transgender people as well as cisgender people

We want all school users to be supportive of and involved in the implementation of this code of practice. We involve children, staff, parents/carers, governors and school users in the development and implementation of this code of practice by consulting them to determine their priorities for the schools with regards to equality over the next three years.

Our consultation will include methods such as: questionnaires, feedback slips, governors' open house and our open-door policy, feedback from parents/carers' meetings and informal and formal discussions and listening to child voice.

Principle 7: **Society as a whole should benefit**

We intend that our codes of practice, policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and the greater participation in public life of:

- ↗ Disabled as well as non-disabled people
- ↗ Lesbian, gay and bisexual people as well as heterosexual people
- ↗ Older and younger people
- ↗ People of a wide range of race, religious and non-religious backgrounds
- ↗ People of different sexes
- ↗ Transgender people as well as cisgender people

In our community we are working towards a society in which:

- There is a **common vision** and **sense of belonging** by all communities;
- The **diversity** of people's backgrounds and circumstances is **appreciated and valued**;
- Similar **life opportunities** are available to all; and
- Strong and positive **relationships** exist and continue to be developed in the workplace, in school and in the wider community.

Principle 8: **We base our policies and practice on sound evidence**

We aim to collect and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice. Evidence related to equality is integrated into our ongoing self-evaluations.

Principle 9: **We work towards measurable equality objectives**

We aim to create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

The objectives that we identify take into account national and local priorities and issues as appropriate (*additional non-protected characteristics to consider here are offenders, carers, socio-economic factors and obesity*).

Our equality objectives are devised in consultation with school governors and integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles in above.

Ethos and organisation

We ensure that the principles listed above apply also to the full range of our codes of practice, policies and practices, including those that are concerned with (*listed here in alphabetical order*):

- ↗ admissions and attendance
- ↗ behaviour, discipline and exclusions
- ↗ care, guidance and support
- ↗ learners' and staff personal development, welfare and well-being
- ↗ learners' progress, attainment and assessment
- ↗ safeguarding
- ↗ staff recruitment (see [here](#)), retention and professional development
- ↗ teaching styles and strategies
- ↗ working in partnership with parents, carers and guardians
- ↗ working with the wider community

Addressing prejudice and prejudice-related bullying

The school is opposed to **all forms of prejudice** which stand in the way of fulfilling the legal duties referred to above:

- ↗ prejudices against religious groups and communities, for example anti-Semitism and Islamophobia
- ↗ prejudices around disability and special educational needs
- ↗ prejudices around racism and xenophobia, including those that are directed against Travellers, refugees and people seeking asylum
- ↗ prejudices reflecting sexism, homophobia, biphobia and transphobia

Please see the appendix [here](#) for guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

Roles and responsibilities

The **governing body** is responsible for ensuring that the school complies with legislation, and that this codes of practice and its related procedures and action plans are implemented.

⇒ A member of the governing body has a watching brief regarding the implementation of this policy.

Francesca Nelson-Smith is the nominated governor for supporting

the implementation of this code of practice.

The **headteacher(s)** are responsible for implementing the code of practice; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Ines Saltalamacchia has day-to-day responsibility for co-ordinating the implementation of this code of practice.

All staff are expected to:

- ↗ Promote an inclusive and collaborative ethos in their classroom
- ↗ Deal with any prejudice-related incidents that may occur
- ↗ Plan and deliver curricula and lessons that reflect the principles listed above
- ↗ Support children in their class for whom English and/or Italian is an additional language
- ↗ Keep up-to-date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this code of practice is known to all staff and governors and, as appropriate, to all children and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, children, parents and carers, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the code of practice

Breaches of this code of practice will be dealt with in the same way that breaches of other school codes of practice are dealt with, as determined by the headteacher(s) and governing body.

Monitoring and evaluation

We aim to collect, study and use quantitative and qualitative data relating to the implementation of this code of practice, and make adjustments as appropriate.

In particular, we aim to collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; race, religion or belief; and sex.

Home-School agreement

At SIAL will actively work to ensure that all adults and children are given every opportunity to achieve, to recognise their own worth and to play an important part in our community.
We place the promotion of equality of opportunity at the heart of all our work.

In order to achieve these aims for _____ (child's name) in _____ (class) we will make the following agreements:

SCHOOL. We, both as individual members of staff, and as a whole school, will:

- ✓ provide the highest standard of education, giving all children equal opportunity to fulfil their potential
- ✓ care for every child's safety, well-being and happiness in a supportive and loving environment
- ✓ encourage the children to try their best at all times and reward them for effort as well as achievement
- ✓ encourage children to believe in themselves, feel valued and support their spiritual, moral, cultural and social development
- ✓ teach every child to develop a positive attitude to others and regardless of age, disability, gender identity, marital status, race and ethnicity, religion or belief, sex or sexual orientation
- ✓ encourage children to understand the importance of a healthy lifestyle
- ✓ send work with children to share at home in accordance with the school homework policy
- ✓ develop children's confidence, self-esteem and instil a love of learning
- ✓ work to support children with special educational needs and disabilities
- ✓ contact parents/carers if there are any concerns with progress, behaviour or discipline
- ✓ inform parents/carers of their child's progress at regular meetings and through written reports
- ✓ respond quickly and appropriately to any prejudice-related incidents in accordance with the school's relevant codes of practice
- ✓ provide information about our school, including relevant policies, meetings, workshops, activities, newsletters and open days

PARENT(S)/CARER(S). As a parent/carer of a child at SIAL I/we will:

- ✓ make sure that my child will arrive at school by on time and properly dressed and equipped
- ✓ make sure my child attends regularly and will notify the school of reasons for any absence or lateness
- ✓ make arrangements for my child's safe return home at the appropriate time
- ✓ support my child's learning, ensuring the completion of any homework set
- ✓ support the school's codes of practice for learning, equality, discipline and good behaviour
- ✓ let the school know about any concerns that might affect my child's work or behaviour
- ✓ read all information sent home, as this gives me important details of relevant codes of practice, meetings, workshops, activities, newsletters and open days
- ✓ share any concerns or problems that might affect my child's work or behaviour
- ✓ attend parents and carers consultations as well as other meetings about my child's progress

CHILD. As a child at SIAL I will:

- ✓ come to school regularly and be on time, coming with all my equipment
- ✓ wear my uniform and be tidy in my appearance
- ✓ follow our school and class rules
- ✓ always try my best, both in class and in my homework
- ✓ be polite, kind and helpful to others
- ✓ be well-behaved and sensible
- ✓ take care not to hurt anyone by what I say or do
- ✓ respect other children's culture, background, feelings, beliefs and values
- ✓ respect school equipment and care for my own and other people's belongings
- ✓ tell a member of staff if I do not feel safe or if I am worried or unhappy
- ✓ take school letters straight home and give them to my family
- ✓ expect to be treated kindly, be listened to, be helped, have a friend, play and join in games, be happy, feel wanted and feel and be safe.

Teacher's signature (on behalf of the school)

Parent/carer's signature

Child's signature

Date

Employment Practices

Recruitment

Advertising of vacancies

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases permanent vacancies will be advertised externally unless there are exceptional reasons why this should not occur, for example, in situations of potential redundancy.

Selection for appointment or promotion

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- ✓ A detailed job description and person specification will be drawn up which accurately describes the duties of the post and/or
- ✓ An objective and sufficiently detailed person specification will be defined from the role
- ✓ From these documents a list of objectively assessed selection criteria will be drawn up
- ✓ Job descriptions, person specifications and selection criteria will be available to all candidates

Shortlisting will be carried out against the selection criteria:

- ✓ All interview panel members must be appropriately trained and will act in accordance with the requirements of anti-discrimination legislation
- ✓ Selection decisions will be made against the agreed criteria and no other criteria will be used
- ✓ Reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school

The Governing Body is opposed to any discrimination by association (e.g. association with a disabled person) or perception discrimination (e.g. perception of a protected characteristic, such as age).

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. It will therefore give full consideration to measures of positive action, designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body **will not discriminate in favour of individuals from specific groups (positive discrimination)**, but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- ✓ Encouraging applications from protected groups* which are under-represented in the school
- ✓ Encouraging people with disabilities to apply for posts
- ✓ Advertisements which encourage applications from individuals of a particular protected group, but make it clear that selection will be on merit
- ✓ Flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- ✓ Language/literacy training
- ✓ Supporting training for under-represented protected groups
- ✓ Assistance with applications for candidates with language difficulties

** A protected group is a group of people who qualify for special protection by a law or policy; such groups are identified in the Equality Act 2010 as those who share a particular characteristic against which it is illegal to discriminate.*

Defining disability

A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Long-term is defined as 12 months or more.

The effect on normal day-to-day activities involves one or more of the following:

- ⇒ Mobility
- ⇒ Manual dexterity
- ⇒ Physical coordination
- ⇒ Continence
- ⇒ Ability to lift, carry or otherwise move everyday objects
- ⇒ Speech, hearing or eyesight
- ⇒ Memory or ability to concentrate, learn or understand
- ⇒ Perception of risk of physical danger

The definition of disability includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments and attention deficit disorder. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term.

EDI – roles and responsibilities

As a member of the **governing body** or **senior leadership team (SLT)**, your responsibilities may include:

- ↗ setting one or more specific, measurable equality objectives and reviewing progress towards achieving them
- ↗ reporting annually to the public on improvements to service delivery and employment practice, for example through the school website
- ↗ taking the lead in creating a positive, inclusive ethos that challenges inappropriate behaviour by staff, children, parents and carers and others
- ↗ developing codes of practice and procedures to promote equality and diversity and fair treatment for all
- ↗ ensuring that all aspects of the school's codes of practice and activities are sensitive to equality and diversity issues
- ↗ reviewing the results of monitoring and evaluation and making sure that codes of practice and procedures are adjusted appropriately to ensure people are treated fairly (*additional non-protected characteristics to consider here are offenders, carers, socio-economic factors and obesity*).
- ↗ making all key stage co-ordinators across the organisation aware of their role in promoting equality, diversity and inclusion and of their obligation to consider how different people will be affected by the school's activities and decisions
- ↗ ensuring that all publicity materials present appropriate positive and non-stereotypical messages about race, religion or belief, sex, gender identity, sexual orientation, age and disability
- ↗ keeping records of discussions relating to an issue and informing the complainant about progress towards resolving it
- ↗ reviewing the range of data gathered about individuals and their circumstances to ensure that only data that is used and useful is collected
- ↗ including equality and diversity as an element of annual performance appraisals for all employees, setting annual equality and diversity objectives where appropriate
- ↗ ensuring that those with leadership responsibilities or potential have the opportunity and encouragement to develop their skills
- ↗ undertaking employee and community surveys, in partnership with representative bodies, to measure perceptions of the school as an employer and education provider and to assess the level of effective engagement with employee and community representatives
- ↗ providing all employees with training and development on equality, diversity and fairness issues including those relating to harassment, bullying, discrimination and unacceptable behaviours
- ↗ delivering training for all managers, and others where necessary, on handling grievances and disciplinary cases and on tackling bullying, harassment, discrimination and unacceptable behaviours
- ↗ communicating clearly and consistently with staff to raise awareness and understanding of local community issues and the actions needed to address them
- ↗ ensuring that the provisions for collection and storage of personal information are secure and that the organisational culture encourages and supports members of staff to disclose personal diversity data
- ↗ making sure equality and diversity related documentation is updated, data is collected and records are maintained
- ↗ analysing race, sex, age and disability monitoring information and making recommendations based on it
- ↗ providing staff induction, training and development programmes to support the appreciation and understanding of equality and diversity issues
- ↗ ensuring that training session content and learning and training resources demonstrate sensitivity to issues of equality and diversity

As a **key stage co-ordinator** or **deputy key stage co-ordinator**, your responsibilities may include:

- ↗ leading by example to encourage a positive, inclusive ethos that challenges inappropriate behaviour by staff, children, parents and carers and others
- ↗ implementing codes of practice and procedures that promote equality and diversity and fair treatment for all
- ↗ assessing and monitoring the impact of new codes of practice and practices to ensure they do not affect some groups unfavourably
- ↗ developing and implementing action plans to accompany the school's equality objective(s) and/or its equal opportunities code of practice
- ↗ employing recruitment and promotion procedures based on best practice to help create a workforce that reflects the community it is drawn from
- ↗ undertaking awareness campaigns and positive action to support and encourage applications from currently under-represented groups
- ↗ assessing all aspects of the working environment (including equipment, travel, training, clothing, facilities, food and so on) to ensure all employees have what they need to feel included and work to the best of their ability
- ↗ ensuring equality of service to all sections of the community
- ↗ monitoring and taking action on community perceptions and satisfaction identified through surveys, complaints procedures and so on
- ↗ working with partner agencies and community advocates within local communities to create new or improve existing ways of communicating with groups in the community
- ↗ investigating incidents or complaints quickly, fairly and transparently; clarifying the facts and deciding whether this is prejudice-based discrimination or harassment
- ↗ taking action to resolve the problem and, if appropriate, invoking the organisation's disciplinary procedure

As **an adult working in our school**, your responsibilities may include:

- ↗ remembering that individuals may be disadvantaged in various ways and may require support to complete paperwork or provide requested information
- ↗ avoiding assumptions based on people's appearance, names or body language
- ↗ explaining what is required using plain language and/or visual aids and how doing what is requested will benefit the individual
- ↗ responding to complaints quickly, clarifying the facts and working on ways to resolve the problem and prevent any recurrence
- ↗ challenging inappropriate behaviour whenever you come across it

Being sensitive to diverse needs

... in relation age

- ✓ do not let preconceptions about age influence your views – use the same criteria when setting objectives or measuring performance
- ✓ view people staying on after they have reached state pension age as an opportunity to retain knowledgeable staff
- ✓ consider positive action to ensure people in certain age groups have increased exposure to training in areas such as new technology, which by definition they may have had little opportunity to experience in the past

... in relation to disability

- ✓ be aware that everybody's abilities are different and many people have developed strategies to help them cope with challenging situations
- ✓ speak directly to the disabled person rather than to anyone who may be accompanying them
- ✓ if they use a wheelchair or have difficulty standing for any length of time, sit down when you speak to them
- ✓ find out what you can do to make things easier for the person concerned

When working with someone with a speech impairment

- ✓ show patience, remain calm and relaxed and allow them time to speak
- ✓ do not finish off sentences for them
- ✓ listen carefully to what they are saying
- ✓ ask them to repeat anything you do not understand

When working with someone with visual impairment

- ✓ consider the three B's – make things bigger, brighter and bolder
- ✓ bear in mind that some eye conditions mean that it takes several minutes for someone's eyes to adjust to different levels of light
- ✓ be aware that people may be able to read material, but often it takes them longer
- ✓ make sure people can follow the movements of the cursor on a computer screen

When working with someone with hearing loss

- ✓ reduce background noise and ensure they can see your lips clearly
- ✓ don't shout – it distorts your voice and lip patterns
- ✓ stop speaking if you or the other person has to turn away
- ✓ be aware that a person cannot lip read and take notes at the same time
- ✓ try not to startle people who cannot hear you approaching from behind

When working with someone with reading and writing difficulties

- ✓ find out how they prefer to carry out tasks
- ✓ make sure their working environment allows them to concentrate
- ✓ provide technology, such as recorders, spell checkers and voice recognition software to help with tasks

When working with someone who has difficulty relating to others

- ✓ be aware that with some conditions people take what you say very literally
- ✓ show patience, remain calm
- ✓ be specific and use closed questions
- ✓ avoid hypothetical or abstract concepts – draw on experience and factual information
- ✓ bear in mind that people may have problems interpreting non-verbal communication such as body language and facial expressions

- ✓ recognise that some people view the world and relationships differently – they may not be interested in general conversation or social interaction

When working with someone with organisation and memory difficulties

- ✓ make instructions clear, concise and easy to understand
- ✓ encourage them to break down tasks into manageable chunks
- ✓ provide equipment such as personal organisers, sat nav and mobile phones to help with personal organisation
- ✓ provide instructions for equipment such as fax machines, photocopiers and phone systems and keep them in an easily accessible place

If you are a victim of bullying or harassment

Try to talk to your colleagues to find out if anyone else is suffering or if anyone has witnessed what has happened to you.

Tell the person – either face to face or in writing – to stop whatever it is they are doing that is causing you distress, otherwise they may be unaware of the effect of their actions.

- ↗ Be firm and assertive, not aggressive
- ↗ Be positive and calm
- ↗ Stick to the facts and describe what happened and its effects on you

If you find this difficult, get someone else to act on your behalf.

Talk about the problem with someone you feel comfortable with, such as a manager, someone with responsibility for equality issues or a union representative.

Keep a diary of all of the incidents — records of dates, times, any witnesses, your feelings — as well as any medical help you seek.

Keep copies of anything that is relevant.

If you decide to make a formal complaint, follow the school's complaints procedure.

Modelling how we value diversity

Ask. Find out about people's backgrounds, culture and beliefs, including how they would like to be addressed and described.

Challenge. Most of us have prejudicial and stereotypical views that may slip out. *Try to challenge these views constructively and to accept such criticism if you are at fault.*

Encourage reflection. Recognise that entrenched views, misconceptions, myths and so on will not dissipate quickly. *Try to encourage honest and reflective discussion within a respectful context.*

Be actively inclusive. Use gender-neutral language and images, examples and resources which represent the world's diverse population and don't reinforce occupational and lifestyle stereotypes.

- ↗ Do not assume everyone is heterosexual – use the gender-neutral word 'partner' as the norm
- ↗ Respect the confidentiality of personal information, such as a partner's name, and do not assume it is common knowledge
- ↗ Use resources that don't reinforce occupational and lifestyle stereotypes – especially in relation to the 9 protected characteristics

Be informed. Make a point of finding the facts behind sensationalised media stories that devalue diversity. *Feed these into discussions and debates.*

Be sensitive to diverse experiences and needs, i.e. be aware that apparently impolite behaviour may be unintentional and simply down to cultural differences.

Identifying, assessing, recording and dealing with prejudice-related incidents

Definition of prejudice-related incidents

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.

Forms of bullying and prejudice-related incidents

Verbal (name-calling, taunting, mocking)

This covers name-calling, insults, threats and prejudice-related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech/accent, background, religion, culture; an example of this would be the 'casual' use of homophobic language such as the use of 'gay' to mean stupid.

Our staff are expected to challenge all derogatory language of this kind.

Written

This includes offensive writing, drawings, emails and text messages as well as items posted on the internet, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places and anywhere in the school such as walls, desks and toilets.

Physical

This includes a range of violent actions involving hitting, kicking and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment as well as making someone do or say something against their will.

Extortion

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.

Personal possessions taken or damaged

This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a child's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.

Isolation, being ignored or left out

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues and playground activities.

Spreading rumours

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt for those named in the rumours.

Cyber (Email, Internet and text)

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. As such, technology is often the vehicle for the bullying and therefore spreading rumours, for example, may be done via the internet and would therefore be both 'Spreading rumours' and 'Cyber.'

Other prejudice-related incidents

This includes the wearing of specific badges, t-shirts carrying slogans or bringing discriminatory literature into school; attempting to recruit others to organisations and groups that promote any form of prejudice.

'Normal' peer conflict or bullying?

The harm caused by bullying/prejudice must not be underestimated. It can cause considerable stress to children to the extent that it can affect their health and development.

Normal Peer Conflict or Bullying?

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

Types of prejudice

The above behaviours can be motivated by:

- ⇒ **Racism.** A preconceived opinion about minority ethnic groups as inferior.
- ⇒ **Sexism.** A negative preconception of a person based on gender. Homophobia
- ⇒ **Homophobia, Biphobia and Transphobia.** A preconceived negative opinion about people who are gay, lesbian, bisexual and/or transgender.
- ⇒ **Ableism.** Misjudged opinion about people with disabilities.
- ⇒ **Ageism.** A preconceived opinion about people based on their age.
- ⇒ **Religious prejudice.** Negative attitudes or behaviour towards people because of their differing religious beliefs.

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

It is important that we create an atmosphere in school where victims of bullying/prejudice feel able to tell an adult what is happening, put across their side of the argument and know that they will be listened to and heeded. Also children accused of bullying/prejudice behaviour must feel able to tell their side of the story and that they are being listened to.

How this can be achieved:

- ⇒ Raise awareness of what bullying and prejudice are through direct teaching – PSCHEE and incidental discussions, including assemblies.
- ⇒ All members of the school community creating a caring, calm, ordered and friendly atmosphere in school.
- ⇒ Parents and carers are informed of incidents of bullying/prejudice by the child's class teacher and offered advice on how to support their child, be they victim or perpetrator.
- ⇒ Children feel valued, by means of teaching through the curriculum and displays, recognition of achievement, rewards and celebrating varied heritages.
- ⇒ Ensure that consistent behaviour management and high quality activities are available at playtimes and lunchtimes.
- ⇒ All members of the school community follow recorded policy and practice and are consistent when handling incidents.
- ⇒ The promotion of anti-bullying/-prejudice campaigns, e.g. Anti-Bullying Week and 'Wear Red' for *Show Racism the Red Card*.
- ⇒ Canvass the children's views on the extent and nature of bullying.

Signs and symptoms

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

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

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

Responding to bullying or prejudice-related incidents

All prejudiced behaviour must be treated as a serious matter. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning prejudiced behaviour and could discourage children and parents / carers from reporting incidents and sharing their concerns with our staff.

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

Effective action could include:

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

Recording and Reporting Procedures

Where members of our staff are not sure when they must record an incident as prejudice-related following remarks made by children related to race, religion or belief, disability, sexual orientation, sex or gender identity, the following questions may be helpful to assist this decision.

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

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

Every incident that is perceived to be based on prejudice must be reported and recorded, however minor

it may appear at the time.

- All bullying or prejudice-related incidents, regardless of whether or not there was a target, whether there was intent involved, and whether it was a repeated behaviour, must be recorded in the school's Bullying and Prejudiced-incident record (see [here](#))
- Completed records must be passed on to the headteacher
- All completed records will be kept in a secure file
- The headteacher will be responsible for overseeing the reporting procedure and monitoring the incidence of prejudice-related incidents on a regular basis
- The information provided by these records will be reported annually to governors by the Headteacher

It is a legal requirement for racist incidents to be reported and it is recommended as best practice for all prejudice-related incidents also to be reported to the local authority.

The completion of these records may be undertaken by all members of SIAL staff.

Following up an incident

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

Effective action could include:

- ✎ Considering the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour
- ✎ Checking data records to see if the child has been involved in any previous incidents. If this is the case, a senior member of staff must meet with the parents and carers of the perpetrator, seek their support in stopping such behaviour and make them aware that a similar incident in the future could have serious consequences for their child
- ✎ Monitoring the perpetrator's future behaviour
- ✎ Considering which other members of staff need to be informed, for example, the head teacher, senior leader, key stage co-ordinator or class teacher
- ✎ Checking to see if there are any times in the school day, or any places in the school, where children feel particularly vulnerable. If so, try to find ways of overcoming this. For example, if incidents have occurred at playtime, check that staff are on the alert for such behaviour at lunch and break times
- ✎ Considering if it would be beneficial to discuss the issues further in a school assembly or class discussion. This requires careful judgement. It may expose the victim in an embarrassing and uncomfortable way and could be treated inappropriately by other children. On the other hand, it may be an opportunity to develop positive attitudes towards diversity. This will help children to understand the damaging effects of prejudice and the determination of the school to combat this.
- ✎ Asking all members of staff to keep a protective eye on a known victim(s) of prejudice and taking positive steps over time to build up their trust and to encourage them to report any further incidents
- ✎ Making sure all members of staff are alert for other children who may be suffering in silence
- ✎ Asking all members of staff to keep a watchful eye on known perpetrators to prevent further prejudiced incidents

Consequences and Support

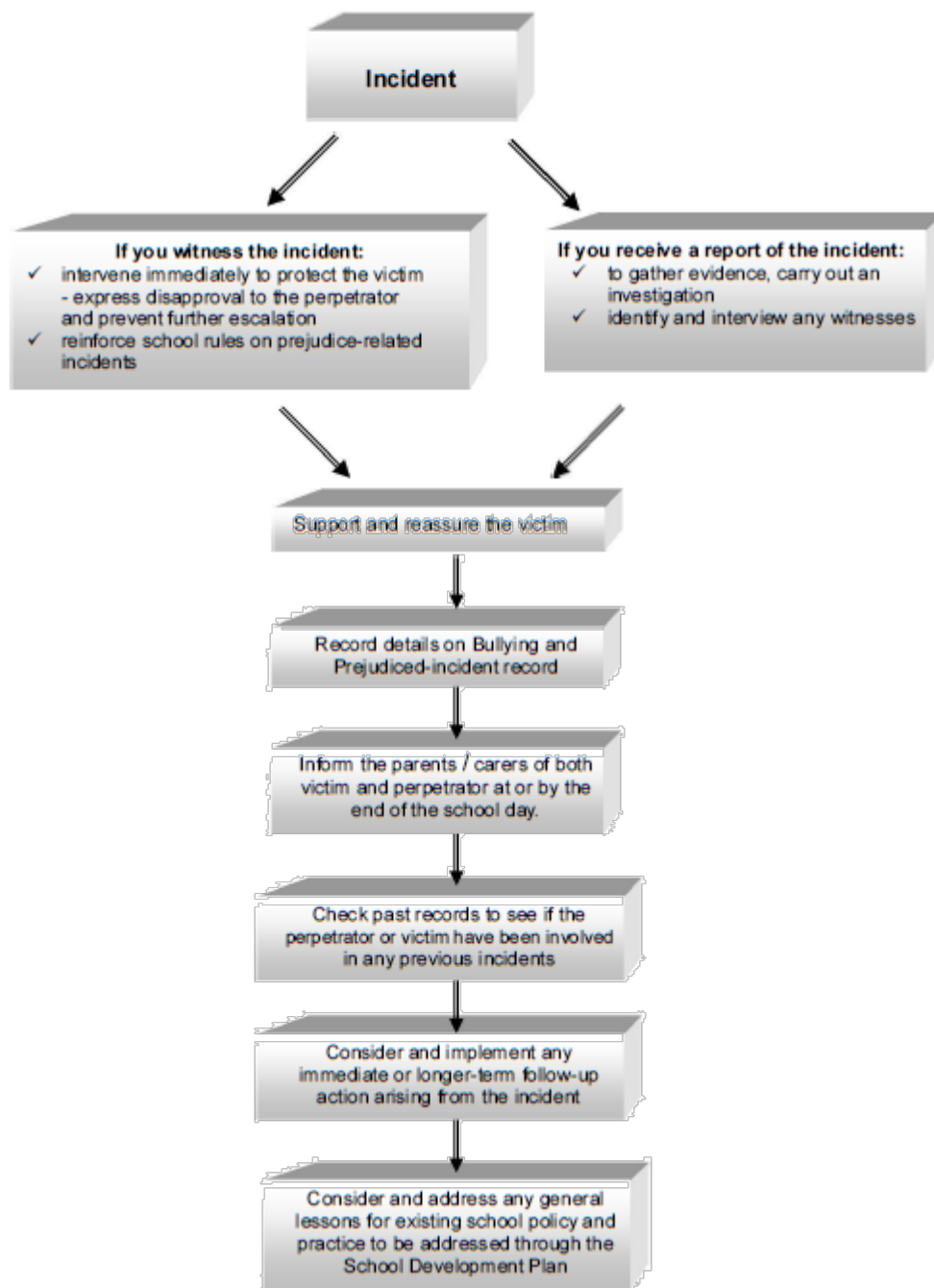
Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of bullying. It is therefore essential that the perpetrator is helped to understand the impact of their actions, the reasons for their actions and then given strategies and support to prevent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

Consequences may include: missed play times (at break time and/or lunch time), isolation and/or exclusion.

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

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

Dealing with a prejudice-related incident
a Step-by-Step Checklist



Challenging prejudice-related incidents effectively

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved.

Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

All staff need to be provided with training and guidance to support them to effectively challenge incidents when they occur. Often support staff may not receive the same training as teachers, but lunchtime supervisors and people in the playground may be more likely to witness an incident.

Providing scripts to challenge common issues, such as the use of 'that's so gay' can give staff the confidence and the skills to be able to respond effectively to incidents and create a school setting where prejudice is consistently challenged.

Below are some key principles of how prejudice-related incidents can be effectively challenged in school:

Challenge the discriminatory behaviour, rather than the person

Labelling someone as a racist or sexist has the potential to inflame the situation and is not an effective approach. It is important that the focus is on the behaviour that has been displayed and that all involved know that it is this behaviour which is unacceptable and needs to change.

Make sure that you explain why the behaviour is unacceptable

If the perpetrator is just told that the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour

Perpetrators of prejudice-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up misinformation from the media, or from family and peers. Let the perpetrator know that you understand why they might be feeling this way and try to address their underlying issues. Just dismissing their concerns, or giving intellectual arguments as to why they are wrong, has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear.

Use reasoning and enquiry questions to get the perpetrator to question their attitude/behaviour

Examples of reasoning questions:

- What are your reasons for saying that?
- Do you have any evidence?
- Why do you think that is the case?
- How do you know?

Examples of enquiry questions:

- Can you give an example/counter example?
- If you say that, does it follow that...?
- Is that always that case or only sometimes?
- What are the exceptions? Are you saying exactly what you were saying before?

Speak with witnesses as well as the perpetrator

It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe that the perpetrator has been treated unfairly. Perpetrators of prejudice-related incidents are often acting as a group or believe that they are acting on behalf of, and have the support of, a group, so it is important not to just focus on those obviously directly involved in the incident and further work to educate and create understanding should involve witnesses and the wider school community where possible.

Put educational programmes in place to deal with the underlying attitudes

Education rather than punishment is widely-accepted to be the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in the school. Sometimes teachers can feel trepidation about undertaking this work for fear of opening "a can of worms" or introducing ideas of prejudice where they did not previously exist.

However, young people are usually bursting with questions about these issues and want to have an opportunity to speak about diversity and inclusion. If these questions are left unanswered, young people often come up with their own, inaccurate conclusions and can harbour prejudicial attitudes affecting themselves and others around them.

It is important that the challenge doesn't end there, but that all incidents are recorded and followed up. This should just form one part of your school's procedures for recognising and responding to prejudice-related incidents.

Challenging inappropriate behaviour

Not feeling confident to do this? Who at SIAL can you go to for help?

Feeling confident to do this? Have a quiet chat and explain to the person how it made you and/or others feel.

Try to use **non-confrontational language** (*as a general rule, as soon as you become defensive you stop listening*).

"I noticed that..."

- ✧ Share **your perception**, not an accusation or judgement.
- ✧ Try to be **specific**.
- ✧ Focus on the **impact** of the behaviour, rather than the behaviour itself.
- ✧ (*if they ask and you feel comfortable to*) Suggest **alternatives**.



Bullying and Prejudiced-incident record

To be completed and returned to the headteacher following incidents of bullying or prejudice that occur in school.

Reported by:

Date:

1. How was the incident brought to your attention?			
<i>Reported to you:</i>			
By victim		By another child	
By a parent / carer / family member		Anonymously	
By another member of staff		Other (please describe in the box below)	
<i>Detected by you:</i>			
Witnessed		Signs noticed	
Indirectly		Anonymously	
		Other (please describe in the box below)	
2. Type of incident. Please tick the appropriate boxes in the table below to indicate the nature of the bullying incident (you may tick more than one box)			
a. Verbal Abuse		Other (please describe in the box below)	
Vicious / threatening			
b. Physical abuse			
Jostling		Intimidation	
Punching / Kicking		Serious fighting	
Using a weapon			
c. Non-Physical			
Looks		Gestures	
Exclusion		Vandalism	
Threats		Other (please describe in the box below)	
Theft			
d. Prejudicial Bullying			
Age		Race	
Disability		Religion or belief	
Gender identity		Sex	
Sexual Orientation		Other (please describe in the box below)	
e. Other activities			

Abuse of personal property		Graffiti	
f. Cyber bullying		Text message	
Phone call		Social media or networking	
Email		Use of images and / or video	
Malicious website		Other (please describe in the box below)	
3. Location of incident. Please tick the appropriate box(es).			
Hall		Toilets	
Corridor		Garden	
Classroom		Journey to/from school	
Cyberspace		Other (please describe in the box below)	
4. Time of incident. Please tick the appropriate box(es).			
Before school		After school	
During a lesson		During break	
During lunchtime		During a school activity but out of hours	
Evening / weekend		Other (please describe in the box below)	
5. Was the incident witnessed? Please tick the appropriate box(es).			
Yes		No	
If the answer is 'Yes' please select below...			
By another child		By a parent / carer / family member	
Governor / School visitor		By another member of staff	
Other (please describe in the box to the right)			
6. Action taken. Please tick the appropriate boxes in the table below to indicate the action taken following the reporting of the incident (you may tick more than one box).			
Sanction (other than exclusion) imposed by school		Discussion between victim and appropriate member of staff	
Relevant member of staff informed		Class meeting to discuss the incident	
Discussion / interview with Parents/Carers		Discussion between alleged perpetrator and appropriate member of staff	
Involvement of external agencies		Letter to Parents / Carers	
Fixed term exclusion		Permanent exclusion	
Other (please describe in the box to the right)			
7. Please provide a brief description of the incident:			
8. Action / Support for victim. Please tick the appropriate box(es).			
Parent / Carer involvement		Ongoing support / monitoring from staff	

Medical treatment		Discussed the incident with peers / class / school	
Other (please describe in the box to the right)			
Referral to other agency:			
Police		Health (e.g. CAMHS)	
Social / Child services		Other (please describe in the box below)	
9. Action / Support for the alleged perpetrator. Please tick the appropriate box(es).			
Parent / Carer involvement		Ongoing support / monitoring from staff	
Medical treatment		Discussed the incident with peers / class / school	
Other (please describe in the box to the right)			
Referral to other agency:			
Police		Health (e.g. CAMHS)	
Social / Child services		Other (please describe in the box below)	
10. Whole school action			
Policy change. Has the incident led to any changes of the schools practices / policies?			
Yes (please describe in the box below)		No	
Staff training. Has the school undertaken any training after the incident? (internal and/or external)			
Yes (please describe in the box below)		No	
Preventative work with the children. Has any work been completed with pupils following the incident?			
Yes (please describe in the box below)		No	
Other whole school action. Has any other whole school action been undertaken following the incident?			
Yes (please describe in the box below)		No	

Glossary

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information can be found here .
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information can be found here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin

Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>