

# **Bomere and the XI Towns Federation**

## **'With God all things are possible'**

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect.



## **A STATEMENT OF POLICY**

# **Behaviour and Discipline, Including Anti-Bullying**

The following policy is a result of staff, parent, governor and pupil discussion, workshops, training, development and review of practice, and is based on LA guidance.

Date; October 2019

# BEHAVIOUR AND DISCIPLINE POLICY 2019

The governing body of Bomere and the XI Towns Federation believe high standards of behaviour lie at the heart of a successful school that enables children to make the best possible progress in all aspects of their school life. To this end, they have an appointed link governor and committee who regularly review this policy as well as the incidents recorded in school to help them guide the headteacher in ensuring that the behaviour and discipline policy continues to be fit for purpose.

At Bomere and the XI Towns Federation, we value everyone as an individual capable of growth, change and development. Our relationships are underpinned by our Christian values of Love, Hope, Respect, Friendship, Trust, Tolerance, Wisdom, Perseverance and Forgiveness.

## **Aims:**

We aim;

- to promote a calm purposeful atmosphere conducive to effective teaching and learning
- promote respect for one another
- co-operation
- promote respect for the school community
- to recognise unacceptable behaviour; their own and others
- to build self-esteem and confidence
- to encourage responsibility for their own actions
- to recognise and know what to do when experiencing incidents of bullying
- to be assertive
- to understand and appreciate the needs of others
- to appreciate the needs of society around them

## **The role of the adult:**

- to take time to listen
- to help children achieve their potential and become proud of themselves
- set a good example
- to advise children on how to react to difficult situations
- to share children's interests and enthusiasms and encourage them
- to try to be fair to everyone
- to use their own judgement as to how to handle disruptive or unacceptable behaviour (see guidelines on behavioural management)

## **Rule Setting:**

- Rules are kept to a minimum and are negotiated on a regular basis with the pupils.

- Pupils are invited to discuss a particular time of day (eg. playtime) that needs rules intrinsic to the situation or general situations (eg. getting on together)
- Through discussion the issues are identified and as few rules as possible are drawn up to address the points raised.
- The children are encouraged to be positive (eg. "we shall be kind to each other" is more positive and succinct than a list such as "we will not fight" etc.)
- The rules are displayed for a period of time in order that children can be reminded of them.
- Agreement of rules means that all children understand and respect what has been decided by the group. Children take responsibility of ensuring that the rules are kept.
- The rules apply to everyone in the school; adults and children.

#### **Dealing with incidents:**

Most incidents are one off individual occurrences and are dealt with appropriately in a positive manner.

The school has a staged graduated response to behaviour problems see appendix 1 Behaviour Sanctions which details actions in 5 levels.

#### **Rewards and Sanctions:**

Rewards are offered to encourage good behaviour.

For example:

- praise
- stickers
- smiley faces
- display of good work
- class recognition
- Headteachers (Golden Book) Award/ Merit Cards
- sharing work
- comments in reading diaries
- comments on work
- comments on post-its
- stickers for keeping golden rules for trying hard
- verbal comments to parents
- nominations by other children during circle time

For effective rewarding, the reward needs to be rewarding to the child, and the smallest reward possible used.

There are different categories of reward;

- Extrinsic:

Rewards which occur naturally eg. praise, attention, getting work right

Rewards that are more concrete eg. stickers, star, points, certificate

- Intrinsic:

The reward is doing something for its own sake.

The aim is to get the child to find whatever s/he is doing intrinsically rewarding.

Sanctions will be kept to a minimum and should suit the "crime". Reasonable adjustments will be taken into account relating to pupils with SEND and equality aspects, as required.

They are used for breaches of policy, severity dependent on the behaviour, and may include:

- verbal warning
- "official warning"
- report to class teacher/Head
- loss of privilege
- temporary isolation
- letter home to parent
- jobs
- fining of playtime
- report card
- exclusion for repeated inappropriate behaviour or serious incident

### **Encouragement Techniques:**

Encouragement is a powerful tool for improving behaviour and work output.

The more encouragement the child receives for appropriate behaviour and work, the better his work/behaviour becomes.

Encouragement includes:

- praise of all kinds
- individual attention
- interest in the child as an individual
- help
- increasing the child's self-esteem

Upon observing inappropriate behaviour, staff often naturally react by reprimand/criticism. Sometimes the behaviour is intended to attract attention of staff or pupil's.

Praise or attention can be directed at all children who are on task.

A child who constantly presents disruptive behaviour should be personally praised when behaving appropriately.

A pupil presenting behavioural problems will often respond well to being greeted personally at the beginning of each day, and however trying the day, with a personal good-bye at the end of the day.

Staff should be aware of outside interests of pupils. It is encouraging for pupils if an interest is taken in successes outside school.

Class rules should be stated positively. Both appropriate and inappropriate behaviour are encompassed in such phrases as "when you are getting on with your work then I will come and see what you are doing", rewarding good behaviour with attention.

### **Partnership with Parents:**

All pupils receive a rule card when they first start school. They take this home and parents are encouraged to refer to it. In both schools within the federation these same rules are discussed and reinforced regularly.

The rule card states;

Bomere and the XI Towns Federation is at its best when we:

- look after one another
- are polite at all times
- stop, think, ask "am I hurting anyone?"
- help to make everybody's day good

We do not:

- hurt other children
- use bad language
- hurt people by teasing
- bully, fight, name-call, steal - hitting is always wrong
- drop litter, damage property

### **Home school agreement:**

Parents and pupils are encouraged to sign a home school agreement that identifies how pupils are expected to behave, what the school promises to do, and how parents can support this.

### **Authorised or unauthorised absences:**

Parents must apply formally for permission to withdraw children from school. Permission is only granted in exceptional circumstances (see separate information sheet).

Absence due to illness must be notified by parent or carer.

Telephone notification must be entered in the office book.

Un-notified absences are followed up by telephone or referral to parents.

Parents are notified of unauthorised absences as part of the annual report.

**Suggestions for strategies for dealing with behavioural incidents:**

1. At the earliest opportunity separate yourself and the pupil from the audience. In the vast majority of confrontations the pupils come out losers. If they are in front of an audience it will take much longer for them to back down and the whole experience will be a lot more traumatic for all concerned.
2. Investigate incidents. Establish the facts and the positions of the pupils involved. Listen carefully to what is being said without making pre-judgements and try to put yourself in their shoes. If there is a dispute between two parties it may be better to separate them so that each pupil can be listened to without interruptions.
3. Avoid sudden or hasty decisions. Snap decisions, often the hallmark of the high powered executive, are not always very good ones. Give yourself time to think, time to gather information. If necessary suspend judgement or action.
4. Try to preserve the pupil's esteem. Criticise the behaviour but not the person. For example, "Please don't run down the corridor; it is dangerous".
5. Try to remain reasonable. If possible try to explain to pupils why their behaviour is not acceptable. If there are rules for behaviour and the children know them, then you can refer to these.
6. Try to stay calm and in control of yourself. If you are not calm, have some means of delaying action; it is as well to have a routine for doing this so that you do not have to try to think of something in the heat of the moment. Try to keep the pupil calm and convey respect for them as a person without undermining your own authority. Try not to shout. Shouting often gives an impression of being frantic and not totally in control of the situation.
7. Be careful with your body language. Someone may use complementary words, "Well, that is nice" for example, but their tone of voice makes it clear that they actually mean the opposite. Body language can be extremely difficult to define and it is often very hard to stay aware of the messages you are giving, particularly during a confrontation. However, remember that your tone of voice, closeness to the pupil, physical superiority (eg. you standing, pupil sitting), gestures, facial expressions and eye contact, are all extremely important factors. In a confrontation try not to use your body language to intimidate pupils; try instead to communicate a mood of calm authority. Among other things this will include:

- not standing too close to a pupil
- refraining from sarcasm
- maintaining a neutral tone of voice at normal volume
- maintaining normal eye contact, not an unwavering stare
- using appropriate gestures, e.g. if the person is getting very heated, putting your hands up in front of you, palms outwards, will make you seem less threatening and is a way of saying 'calm down' when you can't get a word in.

## **Anti-bullying policy framework**

### ***Taking into account:***

Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies DfE - 00062-2011

Working Together to Safeguard children

Keeping Children Safe In Education

Shropshire Children's Trust (SCT) and Shropshire Safeguarding Children Board (SSCB) Anti-Bullying Charter 2014

SSCB Child Protection Procedures

## **Anti-bullying policy**

### **Context**

Bullying takes place in schools as it does in other work places.

The aim of the anti-bullying policy is to ensure that pupils in this school learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available within our federation.

### **Aim:**

The implementation of this anti-bullying policy should help to create a positive and caring ethos, where individuals are respected and feel secure in a way which enhances their social and academic development.

It should aim to;

- prevent, de-escalate and/or stop any continuation of harmful behaviour in line with the Behaviour Policy
- react to bullying incidents in a reasonable, proportionate and consistent way
- safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying, and to trigger actions to support these pupils.

Pupils should be confident that they know who and how to seek help if they feel threatened or bullied. Adults should feel they share a common code of no tolerance to bullying, and have strategies to deal with both bullies, victims and their families.



The school and home should work together to find the best way to sort problems out.

### **Definition of Bullying:**

Bullying is defined as:

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

### *Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter 2014*

- bullying is hurting, threatening, or frightening someone; this can be physical, verbal, or psychological in nature, and includes hitting, name calling, teasing, ostracising, gestures and looks, as well as racial or other harassment
- behaviour causing untold distress, resulting in loss of confidence, low self-esteem, absenteeism and even illness

Bullying can be related to:

- race, religion or culture
- special educational needs or disabilities
- appearance or health conditions
- sexual orientation, sexist or sexual bullying
- young carers or looked-after children or otherwise related to home circumstances
- verbal (name calling, sexist, racist and homophobic remarks, and other discriminatory language)
- indirect (cyber bullying, spreading rumours, excluding someone from social groups)
- Radicalisation and Extremeism

### **What is bullying behaviour?**

- behaviour that does not happen once but is ongoing over time
- it is deliberate and intentional behaviour
- it is unfair; there is an imbalance of power where the person/people doing the bullying is/are stronger, or there are more of them, or they may have 'influence', perceptively higher status or power

This is a definition used in the Sheffield Project and meant to be read to children:

"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil being bullied to defend himself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying."

Name calling is the most common direct form of bullying.

Bullying includes:

- name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing or taking belongings
- inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping, excluding people from groups, and spreading hurtful and untruthful rumours
- Physical; kicking, hitting, pushing, punching, poking, pinching, spitting, taking belongings.

Although sometimes occurring between two individuals in isolation, bullying quite often takes place in the presence of others, for example, between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of methods.

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Pupils are encouraged to report bullying in this school. Pupils produce posters, leaflets, lead assemblies, PSHE lessons include work planned to encourage reporting bullying - pupils are reassured their concerns will be dealt with in consultation with them, in a caring and considerate manner, where the bullying WILL be stopped and not allowed to escalate. The School's Council are consulted on this.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together; a leaflet produced by pupils, staff and parents is available as a paper copy, on the website and summarized in the prospectus. The school displays the anti-bullying charter.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy.

There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately. This is the case even where incidents occur outside the school premises (*The Education Act 2006 gives headteachers the power to discipline pupils even where incidents of bad behavior take place outside school premises and when the pupils are beyond the lawful control of school staff*).

This policy is linked directly to the following policies:

Behaviour Policy

Child Protection Policy

Confidentiality Policy/statement

Equal Opportunities

PSHE policy.

### **Roles and responsibilities**

#### **The role of the Governing body**

Governors have the responsibility to ensure that the anti-bullying policy is in place, that it reflects school's values and practice, and is reviewed annually. The governors should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and ensure this is clearly displayed in the school

Governors monitor and review the behaviour and anti-bullying Policy to ensure that it is effective and continues to meet the needs of the school communities in keeping the schools a positive environment.

Governors are informed of, and monitor, the numbers of incidents and steps the headteacher and staff have taken to deal with these

Governors will ensure there is a Senior Designated Lead for Child Protection leading on bullying related to radicalisation and extremism

#### **The role of the head teacher and staff:**

##### **1. Policy and procedures**

There is a senior member of staff who leads on anti-bullying:

Name; Julie Ball

Role: Executive Headteacher

All staff are made aware of this policy and its clear links to other key policies.

The following steps will be taken by staff when dealing with incidents:

- if bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached
- each incident will be investigated thoroughly, sensitively and effectively
- a clear account of the incident, actions taken and review date will be recorded, given to the head teacher/senior manager and kept so incidents can be monitored
- relevant staff will be kept informed and if the bullying persists they will record this and inform the head teacher/senior manager, and appropriate further action is taken
- parents/carers will be kept informed appropriately
- appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour
- the school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.

## **2. Pupil support**

Pupils who have been bullied will be supported as appropriate by:

- having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
- being reassured
- being offered support
- raising their self-esteem and confidence
- being encouraged to report further issues
- arranging a review date/time to discuss outcomes and appropriate follow-up
- Pupils who have bullied will be supported by:
  - having an immediate opportunity to discuss the incident(s) with an appropriate member of staff
  - establishing what behaviour was inappropriate and why the pupil became involved

- establishing clearly what behaviour needs to change, and how the school can support this change (linked to Behaviour Policy)
- informing parents/carers of agreed actions, and establishing how they can support
- arranging a review date/time to discuss outcomes and appropriate follow-up

### **The School's Approach to Bullying:**

The school ethos and environment encourages pupils, and provides opportunities for them, to talk openly and in confidence of their fears and experiences, and those of their peers.

For example:

- Circle Time (see PSHE policy)
- children are invited to discuss (in private if wished), any concerns they might have
- staff deal with concerns with sympathy and understanding, realising that even "petty" issues may be of serious concern to the children involved
- parents are encouraged to discuss concerns of children or regarding children with the staff
- children are encouraged to discuss relationships with one another
- rules are negotiated between children to help good social interactions
- role play enables children to empathise with the feelings of being bullied, and to discuss strategies and who to go to for help
- children are encouraged to develop high self esteem and confidence
- activities to promote assertiveness (e.g. DART project, SEALs, SUMO)
- children and staff work together in a positive manner to modify behaviour of children not equipped with the necessary social skills to integrate into classroom and school situations
- concerns post box in the shared area - included in Circle Times and Assemblies as appropriate

### **How to Deal with an Incident:**

Look at:

- what circumstances led up to the incident
- what effect is the incident having on the other pupils
- what action is the bullied pupil taking in retaliation
- what does the pupil (or group ) doing the bullying, appear to be thinking they are achieving
- from what you know already or can observe of the pupil (or group) doing the bullying, what could be motivating their actions
- what friends do those taking part have amongst the other pupils in the school
- what diversionary action can you take
- in the case of name calling how persistent is this or is it an isolated occasion?

Remember:

Do not allow yourself to get angry.

Speak firmly to the culprits.

Tell them clearly what you have seen them do.

Stick to the facts of what you have seen or know happened.

Playtime supervisors should report incidents of bullying or racist remarks to the class teacher.

There is an incident report form that will be needed to be completed.

A formal record of any racist incidents must be completed by the Head.

Stages of Action for Pupil's Concerns:

Staff deal with concerns with sympathy and understanding, realising that even "petty" issues may be of serious concern to the children involved.

- **Stage 1**

Discussion with child/children involved to ascertain the severity of the problem and all points of view. The matter might be resolved or sufficiently dealt with at this level, all children involved having discussed their view on the situation and no further action is taken.

- **Stage 2**

Any problem of a severe or on going nature is referred to the Head.

- **Stage 3**

The Head will familiarise herself with the extent of the problem and any action to be taken will be discussed with the member of staff

- **Stage 4**

Reward /sanction strategies may be used.

- **Stage 5**

Records of pupil behaviour and action taken are kept for pupils showing this level of concern. Records identify behaviour showing concern, and incidents, in order to identify regularity of incidents, and patterns of triggers of the behaviour.

Records also show action taken and response. The incident folder is reviewed at least termly by the headteacher and a Governor who monitor any persistent perpetrators and identify further action needed.

- **Stage 6**

Parents will be involved at an informal level.

- **Stage 7**

Outside agencies may need to be involved if internal action does not resolve the behaviour (Behavioural Support Team).

- **Stage 8**

Parents will be increasingly involved and updated on improvement or ongoing nature of the problem.

- **Stage 9**

Chairman of the *Governors* informed and exclusion procedures may have to be instigated.

Parents are informed of the school's stance on anti-bullying, its definition of bullying and how parents and the school can work together. They are informed through the prospectus, a leaflet given to all parents during their initial visit to the school, at the induction evenings, displays and pupils work especially during anti-bullying week, the school web-site, the Anti-Bullying Charter is displayed in the entrance.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no "hierarchy" of bullying - all forms of bullying should be taken equally seriously and dealt with appropriately.

#### **Areas Where Bullying Is More Likely To Occur:**

Although bullying can occur during the journey to or from school, most typically it takes place in school.

#### **Playground:**

In primary schools up to three quarters of bullying takes place on the playground. Children are encouraged to consider a range of ways to play together.

Toys and equipment are provided, sensible use and care regularly reinforced.

Play areas are defined for different types of play.

Activities on the large yard are timetabled.

All supervisors are also classroom TAs. The TAs meet at least twice termly to discuss behaviour and routines - how these can be improved. Training takes place as part of the cycle of development or as and when it is identified as necessary.

### **Toilets:**

Playground supervisors keep a general eye on the toilet areas.

Children are not allowed to play in the toilet areas.

Children are encouraged to go to toilets at playtime.

Only individual children allowed to visit toilet at any one time during lessons.

### **Cloakrooms:**

Children are sent into the cloakroom a group at a time, to fetch PE kit, lunches, or at the end of a session.

Consideration is given to the layout, organisation and general tidiness of the area.

### **Outside the school environment:**

Children are encouraged to report any incidents of bullying to parents or staff whether directly involved or just witnessing the incident.

Parents are encouraged to discuss bullying incidents involving school pupils with staff.

All incidents are thoroughly investigated by staff and appropriate action taken where appropriate.

### **Who are the victims?**

Any child can be bullied.

There are certain risk factors which making bullying more likely:

- lacking close friends in school
- being shy
- coming from an over protective family environment
- being different in some way to the majority
- having special educational needs
- being a "provocative victim" - a child who behaves inappropriately with others, barging in on games or being a nuisance.

None of these characteristics can excuse allowing a child to be bullied.



## **Who are the bullies?**

The most common perpetrators of bullying behaviour are individual boys or groups of several boys. Girls who bully others are more usually in a group than on their own, often using indirect bullying, which is more difficult for teachers to detect.

In primary schools the bullies are often in the same class as their victims.

Children who bully others can come from any kind of families, regardless of social class or cultural background. Some may experience poor discipline at home, and/or excessive physical punishment, or abuse, by a parent or older sibling; or little warmth in family relationships generally. Understanding the difficulties facing some children does not mean that their behaviour can be condoned. Other children who bully may simply take part because their friends do so, or because the opportunity presents itself.

### **Gender differences:**

Reports of surveys suggest that boys report bullying their fellow pupils more often than girls do.

There is little difference in the frequency with which boys and girls experience being bullied.

There are significant gender differences in the way in which pupils are bullied.

Boys experience more physical violence and threats.

Verbal bullying such as name calling is common for boys and girls.

Girls are more often victims of indirect bullying such as being socially isolated or subjected to nasty rumour campaigns.

### **Dealing with minor incidences:**

Mild sanctions can be used when responding to one-off incidents which do not result in actual physical harm.

- a reprimand may be sufficient to deter a pupil from name calling or mild teasing
- Discussion and problem solving approaches may also be useful at this stage, especially if a number of pupils are involved

### **Dealing with more serious incidences:**

For bullying which results in damage to property or person, a serious response should be considered:

- Disciplinary Incident Form should be completed and filed, and followed up procedures are monitored each term by Head and Governor with this particular responsibility
- every concern reported by parents must be registered on the Concern Form, filed for termly monitoring and follow up to ensure there has been no recurrence
- any pupil showing a repeat of concern shall be disciplined according to the school policy, and parents fully informed and involved
- the same procedure is followed as when a pupil consciously or repeatedly breaks a school rule

### **3. Curriculum**

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and other school activities

The policy will be promoted and implemented throughout the school

#### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness regularly

#### **This policy was reviewed by:**

pupils

staff

parents/carers

governors

# Shropshire Schools Hate-Related Incident Report Form

APPENDIX 1

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [EducationImprovementService@shropshire.gov.uk](mailto:EducationImprovementService@shropshire.gov.uk); by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

**Section A: About the Incident/s**

What do you think motivated this incident? (*indicate all relevant characteristics*)

Race       Religion / culture       Sex       Disability  
 Sexual orientation       Gender identity/presentation       Age\*  
 Other (please define)

*\*age discrimination legislation does not apply to the treatment of pupils or provision of education.*

**Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):**

When did the incident take place?

Time  Day  Date

Where did it happen?

Area of school / Street name or location if outside school / via electronic media (please give details below)

What happened?

What injuries were suffered (Physical? Emotional?) Please give details below:-

Was any property lost or damaged?       Yes (If 'yes' please give details below)       No

Frequency or duration of behaviour

Once or twice       Persisting over one school term  
 Several times a week       Persisting for more than a year

**Section C: About the Victim**

Is the victim  Pupil       Staff member       Other adult       Other child

(Name of victim is not needed in this context)

**Sex** M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:       16-24       25-34       35-44       45-55       Over 55

Please indicate in the appropriate box how you would describe the victim:

**Religion/belief**

Buddhist       Rastafarian       Don't know  
 Christian       Sikh  
 Hindu       Other   
 Jewish       No religion  
 Muslim       Prefer not to say

**Sexual orientation**

Heterosexual  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

**Ethnicity**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> White British              | <input type="checkbox"/> White & Black Caribbean | <input type="checkbox"/> Any other black background  |
| <input type="checkbox"/> White & Black African      | <input type="checkbox"/> Indian                  | <input type="checkbox"/> Chinese                     |
| <input type="checkbox"/> White Irish                | <input type="checkbox"/> Pakistani               | <input type="checkbox"/> Any other ethnic background |
| <input type="checkbox"/> White & Asian              | <input type="checkbox"/> Bangladeshi             | <input type="checkbox"/> Prefer not to say           |
| <input type="checkbox"/> Other white background     | <input type="checkbox"/> Black Caribbean         | <input type="checkbox"/> Don't know                  |
| <input type="checkbox"/> Any other mixed background | <input type="checkbox"/> Black African           |  |
| <input type="checkbox"/> Eastern European           |  |  |

**Is the victim from a Gypsy or Traveller background?**

- Yes       No       Don't know

**Disability – please describe**

Don't know

Section D: **About the offender(s)**

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**  
*(Name/s of offender/s not needed in this context)*

**If adult - Age Group:**

- 16-24       25-34       35-44       45-55       Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

**Section E: What now?**

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

Form Completed by:

Role:  Date

Date this incident was reported to the authority:

**Police involvement:**

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes  No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24 hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

Do you agree to the information being passed to all the agencies involved in the local agency partnership? (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

This is requested to help in assessing and countering the levels of hate crime in Shropshire.

Incident details only  Yes  No

Personal details  Yes  No

Signature  Date

**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:

Victim:-	
Perpetrator:-	

## **APPENDIX 2**

### **The Legal Framework:**

#### **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006: provides that every school must have measures to encourage good behaviour

and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

**The Equality Act 2010** replaces previous anti-discrimination laws with a single Act. A key provision is a new Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and with which schools are now required to comply. It replaces the three previous public sector equality duties for race, disability and gender, and also covers nine 'protected characteristics' disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age, marriage or civil partnership . The final two are not relevant to a school's dealings with its pupils but would be part of their duties as an employer.

The Duty has three aims.

It requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are now required to comply with the new Equality Duty and additional specific duties require them:

To publish information to demonstrate how they are complying with the PSED and to publish at least one equality objective

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools

## **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## **Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Under the Equality Act 2010, an offence could be committed when bullying relates to a protected characteristic.

If staff members feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the "sender."

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Behaviour Sanctions

In line with the Federation’s equality policy, any sanctions applied will take into account individual pupil circumstances and needs – the following is a guide for staff to use when applying sanctions

LEVEL ONE What has the pupil done?	What do we do? <b>Actions such as;</b>	Who is mainly involved?
Things like: <ul style="list-style-type: none"> <li>• Forgotten equipment</li> <li>• Not done homework</li> <li>• Not handed in homework</li> <li>• Insufficient classwork</li> <li>• Shouting out</li> <li>• Chatting instead of working</li> <li>• Interfering with others learning</li> <li>• Unwelcome teasing / Unwelcome/non-malicious,name calling</li> <li>• Thoughtless unkindness</li> <li>• Generally poor behaviour - not what is expected</li> <li>• Mild foul language probably reported by a child</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal reminder of expected behaviour</li> <li>• Sent out of class for a few minutes</li> <li>• Sent into shared area to work</li> <li>• Sent to stand by wall if breaktime / games lesson</li> <li>• Kept in at break /lunchtime to make <i>up</i> work</li> </ul>	Class teacher Teaching Assistants
<b>LEVEL TWO</b> <ul style="list-style-type: none"> <li>• Continual repetition of level one / no improvement at level one</li> <li>• Failure to do punishment given by class teacher</li> <li>• Foul language</li> <li>• Damage to property (non-deliberate)</li> <li>• Rudeness</li> <li>• Pushing/minor physical interaction – maybe by retaliating (non-intentional)</li> <li>• Name calling with malicious intent</li> <li>• Deliberately taking property which does not belong to them and failing to return it when asked</li> </ul>	<ul style="list-style-type: none"> <li>• Serious talk by teacher</li> <li>• Serious talk by headteacher</li> <li>• Lunchtime detention</li> <li>• Record in behaviour file (behaviour instances reportable to responsible Governor)</li> <li>• Report (1 week)</li> <li>• Longer term withdrawal from class / isolation for up to half a day</li> </ul>	Class teacher Head Parent/s Responsible Governor
<b>LEVEL THREE</b> <ul style="list-style-type: none"> <li>• Failure to improve at level 2</li> <li>• More than one report in half a term</li> <li>• More than 1 lunchtime detention in half a term</li> <li>• Physically / purposefully hurting another child</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Report to headteacher</li> <li>• Lunchtime detentions</li> <li>• Letter home</li> <li>• Parents informed</li> <li>• Withdrawal of privileges related to the misdemeanour eg not allowed to attend club</li> <li>• Report – up to one month</li> </ul>	Head Parents Outside agencies



LEVEL FOUR		
<ul style="list-style-type: none"> <li>• Failure to improve at level 3</li> <li>• More than one report in half a term</li> <li>• More than one parent referral in half a term</li> <li>• More than 1 week lunchtime detention in half a term</li> <li>• Unprovoked physical or threatening behaviour resulting in injury</li> <li>• Bringing alcohol or illegal substances into school</li> <li>• Deliberate damage to school property (may be escalated higher)</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to behaviour support</li> <li>• Report - one month</li> <li>• Letter home and parent meeting with class teacher &amp; Head.</li> <li>• May involve outside agencies</li> <li>• Fixed term exclusion</li> <li>• Further fixed term exclusion</li> <li>• Formal warning of possible permanent exclusion</li> </ul>	<p>Head</p> <p>Parents</p> <p>Outside agencies</p>
LEVEL FIVE		
<ul style="list-style-type: none"> <li>• No improvement at Level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Formal meeting with parent/s which may lead to permanent exclusion</li> </ul>	<p>Head Parent/s</p> <p>Reported to LA and Chair of Governors</p>