

Bullying and Prejudice Related Incidents: *preventing and responding*

**Information for schools, pupil referral units and other settings
for children and young people**

September 2012



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This guide updates the original guide produced by the Hate Crime Prevention Team and the Devon Children's Trust in 2010.

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Introduction

Children and young people tell us that bullying is a significant concern to them, but accurate data on bullying and prejudice related incidents in schools is hard to find. National and regional findings have suggested that:

- 50% of children say they have been bullied at school.
- 80% of children with SEN/disabilities are bullied at some point.
- 65% of lesbian, gay or bisexual children experience homophobic bullying.
- The proportion of racist incidents is higher in mainly White areas such as Devon.

A study by Ofsted, published June 2012, found that, of 1,060 pupils from 558 primary and 502 secondary schools:

- 50% of primary and 38% of secondary school pupils said that they had been “picked on” in the past.
- 8% of primary and 4% of secondary school pupils said that they were still “picked on”.

Children learn best in an environment where they feel respected and safe. This guidance aims to support schools and other establishments in their work to make sure that children are safe and feel safe from bullying and prejudice related incidents (BPRIs). It defines bullying and prejudice related incidents and describes what schools can do to support children, challenge unacceptable behaviour, build a culture of respect, and establish effective reporting and monitoring systems.

Aspects of this guide can also help individual parents, guardians and carers of children, for example Foster Carers, in responding to bullying and prejudiced related incidents directed at children in their care.

Throughout this document we will use the words **child** or **children** to describe children and young adults (up to age 18) including pupils in schools and pupil referral units, and children in care or other establishments.

Legal Duties and Expectations

The **Equality Act 2010** protects people from discrimination and harassment. If someone thinks they have been discriminated against, they may take their complaint to a court or Employment Tribunal (if they are an employee). But the Act also places duties on public authorities (including schools) to be pro-active about addressing inequalities. The Public Sector **General Duty** (Section 149) states: a public authority must give due regard to the need to:

- **Eliminate discrimination, harassment, victimisation and any other prohibited conduct.**
- **Advance equality of opportunity.**
- **Foster good relations between people.**

‘Advance equality of opportunity’ means remove or minimise disadvantage, meet people’s needs, take account of disabilities and encourage participation in public life.

‘Foster good relations between people’ means tackle prejudice and promote understanding.

Failure to observe these public sector duties could result in a Judicial Review but also put schools and other establishments at risk of discriminatory practice, not to mention the effects that prejudice and discrimination can have on children.

These duties apply to eight *protected characteristics*:

- Age
- Disability
- Gender reassignment (gender identity)
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation.

People are also protected from discrimination on grounds of marriage and civil partnership at work.

The legal duties to **eliminate harassment** and **foster good relations** make it clear that schools and other establishments must address bullying and prejudice related incidents based on a protected characteristic, such as racism or homophobic bullying. The expectation in law is not only for schools and establishments to respond when an incident occurs but to also take steps to try and prevent those incidents from occurring or escalating. Schools and establishments can only do this if they have a sense of what is happening in their environment, combined with effective procedures that staff understand and support, as well as leadership that creates a culture of trust and respect.

Local authorities and schools also have **Specific Duties** to publish information on performance against the General Duty, and set equality objectives, refreshing these at least every four years.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that schools should publish information on performance and set objectives about bullying and prejudice related incidents, as necessary and appropriate. What is published will vary according to school size but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with. *Care must be taken to not publish any details that could identify specific individuals.* A school can include relevant objectives in the school's development plan.

For more information please visit devon.gov.uk/equalitylegislation.

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 staff¹.

¹ Preventing and Tackling Bullying, Department for Education 2011.

Safeguarding Children and Young People – Children Act 1989

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, 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 and other establishments may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying¹.

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. If staff 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 sender¹.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying [and prejudice related] incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying [including prejudice related incidents] outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed¹.

Ofsted's *Framework for School Inspection 2012* also sends a clear message to schools that this is not optional:

Ofsted inspectors judge and report on the quality of education provided in schools and its overall effectiveness, including the behaviour and safety of pupils at the school. The process of inspection complements the school's own self-evaluation, a process now well established in schools which provides a basis for planning developments and improvements. School inspectors will evaluate the work of schools in eliminating discrimination, promoting equality of opportunity and fostering good relations.

When evaluating the behaviour and safety of pupils at the school, inspectors will consider pupils' behaviour towards, and respect for, others, including freedom from bullying and harassment that may include cyber bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. Inspectors will look at how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. They will also look at how well the school ensures the systematic and consistent management of behaviour.

When evaluating the quality of leadership and management in the school, the inspectors will consider whether the school ensures that all pupils are safe. For more information please visit [ofsted.gov.uk](https://www.ofsted.gov.uk).

Bullying and Prejudice Related Incidents (BPRIs)

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity based bullying').

Prejudice related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

BPRIs can take many forms including:

- Verbal** Name-calling and ridicule such as racist or homophobic remarks.
- Visual** Graffiti, gestures, wearing racist insignia or showing pictures.
- Incitement** Spreading rumours or encouraging others to participate.
- Cyber** Using technology such as text messages, facebook or email.
- Segregation** Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
- Physical** Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
- Property** Theft or damage to personal property; extortion.

All have an emotional impact on an individual, and the effects of verbal incidents should not be underestimated. The old English proverb "sticks and stones may break my bones but names will never hurt me" is so far from the truth for children, particularly those from a minority group.

In 1954, psychologist Gordon Allport devised a measure of the manifestation of prejudice in society. **Allports Scale** has five levels:

- 1: Anti-locution This is where negative comments are made about a person or minority group. Often seen as harmless or funny by the aggressors (perpetrators) and onlookers, prejudice, stereotyping or hatred in a visual or verbal form can have a negative emotional impact on the targets, but more significantly it sets the stage for more severe acts. **The more this takes place, the greater the risk of escalation.** Its highly unlikely more harmful activities will take place without this first stage; this is why it is important to address negative expressions of prejudice.
- 2: Avoidance Members of the majority group actively avoid or exclude people from the minority group.
- 3: Discrimination The minority group is discriminated against by denying them opportunities and services, preventing them from achieving their own goals and living a fulfilling life.
- 4: Physical attack The majority group vandalize, burn or destroy the minority group's property and carry out violent attacks on individuals or groups. Physical harm is done to members of the minority group.
- 5: Extermination The majority group seeks extermination/removal of the minority group.

Allport studied the Holocaust – the Nazi's "Final Solution to the Jewish Question". The term Jewish Question was first used in Britain around 1750. Hundreds of pamphlets, newspaper articles and books expressed a negative attitude towards Jews. From around the mid 1800s the notion took on increasingly anti-semitic tendencies across Europe and Russia. By 1933, on gaining power, Hitler began the campaign to segregate, then discriminate, attack and eventually exterminate Jews and others from minority groups including Roma Gypsies, disabled and gay people.²

The Holocaust is by far the most extreme example, but *Allports Scale* is characteristic in many other events. For example, people who have experienced Hate Crime talk about verbal incidents which then lead on to physical assault. **Many talk about negative representation of their group by the media, giving others a basis on which to treat them badly.**

² Information from various sources including Holocaust scholar Lucy Dawidowicz and The Nature of Prejudice.

Brushing off incidents with “its just kids being kids” has no benefit for society. Setting standards of mutual respect at an early age can help eliminate harassment and foster good relations into adulthood.

Teaching about the Holocaust as part of history lessons, for example, can open up wider discussion about bullying and prejudice. It can also open up discussion about prejudice towards gay people, Roma Gypsies, Deaf people and others who were also persecuted. There are many resources available, for example Plymouth and Devon Racial Equality Council have recently produced a DVD about the Gypsy Holocaust for use in schools.

During English or Media Studies, for example, teachers could explore negative stereotyping by looking at how different groups are represented in the media.

Why do BPRIs occur?

BPRIs may arise because an individual is seen to be different. Children may be seen as different because of their:

- Ethnic origin, skin colour, nationality or culture including Travellers and Gypsies (racism).
- Religion or belief.
- Sexual orientation (homophobia).
- Sex or gender identity.
- Disability or Special Educational Needs.

It may be they are perceived to have a particular characteristic or they are associated with someone with that characteristic. For example, a child whose parents are practising Pagans may be picked on by others who do not understand Pagan traditions...”your mum’s a witch”.

Research indicates that there are groups of children who are bullied disproportionately. These include disabled children and those who have special educational needs, and children who are, or are perceived to be, homosexual³ (lesbian or gay).

Some children are singled out because they are overweight, affluent, deprived, in care or young carers, or for a variety of other reasons.

³ ‘No place for bullying’ Ofsted June 2012

Sometimes the aggressor can't explain the reasons; they just see their target as 'different'.

The **motivation** may be because of:

- irrational **fear**
- **ignorance**
- wanting to achieve a sense of **power**
- **envy** or
- **conformity** (going along with others).

Behaviours are often learnt; understanding the motivation is important because it may reveal concerns for the safety of the aggressor or other needs they have.

Prejudice related incidents can include verbal assaults, offensive jokes or language, mockery and ridicule. They may be based on social stereotypes and may or may not be directed at individuals.

Children may use words without an understanding of their meaning but the impact on the target can still be harmful. A child may not understand the meaning of a word and use it as a form of insult because they have heard it being used in that way by others, but a child of equivalent age may be very familiar with the meaning because of their family background.

Stereotypes are powerful and pervade our society. Not all stereotypes cause harm but many reinforce prejudices that can result in attitudes and behaviours that lead to bullying and other forms of physical or psychological harm.

Insults can surface fleetingly in lessons or during playground activities: comments such as "you're just a girl" addressed to either gender, "that's so gay" or "you mong". Such comments can be seen as part of growing up, and may seem unremarkable or irrelevant, but if left untackled they contribute to an adverse culture in the school in which bullying is more likely to occur. This needs to be challenged and prevented as far as possible by building a culture of respect and empathy.

In a study³ carried out by Ofsted, many pupils said that they were aware that such language was unacceptable but it was seen as 'banter'. Staff who also viewed it as banter did not challenge it, or feel they have the confidence or skills to challenge it.

Children who overhear such comments may feel unsettled, or may learn to repress a feeling they have of being different, to keep hidden if they wish to remain safe; especially if they know the comments go unchallenged. It may result in self-loathing; others hate them because they are different and so they hate themselves because of their difference. This sense of self-loathing can be extremely harmful, leading to depression and suicide.

When such comments occur in the classroom, playground, or other place where children gather, the staff (including volunteers) need to have the training and expertise to respond in a constructive way that helps children develop appropriate behaviour. For untrained staff, finding an appropriate response can be difficult, especially if the school/organisational culture fails to reinforce inclusive attitudes which value diversity. Training needs to focus on the different types of bullying (covering all diversity characteristics) that could occur and the effects they have; general and non-specific training does not equip staff with the skills they need.

Expressions of prejudice can also come from parents and carers; sometimes these can be aggressive and targeted directly at staff. Schools will need to work closely with parents and carers, and other members of the community, to reach a better understanding of the schools values and benefits of a society that challenges bullying and prejudice. Staff who are victims of BPRIs will also need support and intervention.

Racism

Racism arises where a person is targeted because of their skin colour, ethnicity, culture, national origin or nationality. Travellers and Gypsies (e.g. Irish Travellers, Roma and Romany Gypsies) are included in the definition of race. Racism can arise without an intended target/victim, for example, children making offensive remarks about a particular group between themselves.

The effect of racism on children differs with each individual. The impact on their lives is dependent on many factors including the level of security and support they have.

Unfortunately, professionals may overlook racism due to fear of getting it wrong; worry about being perceived as over-compensating for racist feelings; and fear of backlash when taking positive action by providing tailored provision for minority ethnic children.

Cultural awareness and race equality training alongside effective supervision and peer support can be used to reflect on and overcome personal fears and anxieties about broaching the subject of race and culture.

Racism can affect confidence and self-esteem including the sense of belonging, acceptance and the need to feel loved and wanted. These are human needs which, if not met, can leave a person with a sense of loneliness and detachment. Without feelings of pride, love and belonging, minority ethnic children will suffer emotionally, which will impact upon their lives in numerous ways, including educational attainment and behaviour within the classroom.

The impact of racism on people's mental health is well documented. Identity can be a fundamental aspect of an individual and if racism has damaged a child's ability to form a strong racial identity this will have untold effects on their mental health as an adult. It is therefore essential that the importance of racial identity for an individual is acknowledged alongside establishing a common sense of identity within the school environment/establishment.

A more serious effect of racism is found in minority ethnic children who harm themselves by attempting to remove their skin colour by severe cleaning and scrubbing, often using bleach or boiling water. Obviously this is a very serious issue and immediate professional help should be sought.⁴

She called me names about being Polish, pulled my hair and waited for me after school.

They leave you out when you are not one of the English.

They shouted at me and told me to go back to where I came from.

Is there racism in Devon?

"The risk of racial attack is higher in areas with the smallest minority ethnic communities. One in 16 minority ethnic residents have been affected by racial incidences in Cornwall and Devon compared to one in 200 in the West Midlands."

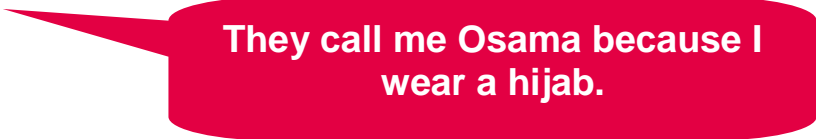
Minority Ethnic Pupils in Mainly White Schools DfES research report, 2002.

⁴ Information sourced from the Excellence not Excuses Group (A Devon multi-ethnic forum).

Religion and belief

Religion and belief includes major faiths such as Christianity, Islam and Judaism as well as a lack of belief. Sometimes religious based incidents are reported as racist, for example incidents directed at Muslims or Sikhs of Asian origin, because the child is perceived as different not only by their religious clothing but also their skin colour or family heritage.

As with racism, religious based bullying and incidents can have similar impacts on a victim's sense of identity and belonging.



They call me Osama because I wear a hijab.

Homophobia

Homophobia is motivated by a prejudice towards people whose sexual orientation is, or perceived to be, lesbian, gay or bisexual (LGB).

In 2007, Stonewall, in *The School Report* stated that homophobic bullying is almost endemic in Britain's schools. The report went on to say:

Almost two thirds (65%) of young lesbian, gay and bisexual pupils have experienced direct bullying. Seventy five per cent of young gay people attending faith schools have experienced homophobic bullying.

Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. 98% of young gay people hear the phrases "that's so gay" or "you're so gay" in school, and over four fifths hear such comments often or frequently.

Less than a quarter (23%) of young gay people have been told that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60% more likely not to have been bullied.

Over half of lesbian and gay pupils don't feel able to be themselves at school. 35% of gay pupils do not feel safe or accepted at school. This has a negative effect on self esteem and can lead to mental health problems and affect attainment levels and other outcomes.

Sexism and sexual bullying

Sexism and sexual bullying affects both boys and girls, men and women. Boys may be targets as well as girls, and both sexes may be targets of others who share the same sex.

Sexism and sexual bullying may be characterised by name-calling, comments and overt looks about appearance, attractiveness and emerging puberty. It therefore goes beyond normal and acceptable 'fancying' to a level that makes an individual feel harassed (intimidated, offended, degraded).

In addition, unwelcome touching, innuendos and propositions, pornographic imagery or graffiti may be used. Boys and girls who have access to pornography may have their views about sexual relationships between women and men distorted. Sexism and sexual bullying may progress to incidents of domestic/partner violence and abuse, sexual exploitation and assault, including rape.

Girls and boys may have their sense of being a private person eroded. They may feel there is no place except the toilet where others will not be able to invade their personal space, including touching their bodies without permission. For girls, this feeling can become more acute after they begin menstruating and must change tampons and towels in toilets where bullying behaviour from other girls, or occasionally invading boys, can compromise the privacy of cubicles. Their need to bring sanitary protection into school increases the negative impact of school-bag snatching or bag emptying by other students.

Girls and boys are affected by media-promoted gender stereotypes, many harmful to the understanding of intrapersonal behaviours and personal development, restricting their freedom to be who they want to be. Girls and boys who do not, or cannot measure up to stereotypes may be bullied. For example, boys may be under intense pressure to conform with masculine 'alpha-male' traits, for which they may have no good guidance or appropriate role-models. Boys who do not display these traits may be bullied for being "sissy" or "gay".

It's important that both male and female staff act as good role models, for example male staff responding to girls' complaints sensitively.

Gender identity

Children can experience bullying when they identify as transgender because of Gender Dysphoria (where their biological sex does not match the gender they feel they are) or they do not conform to the gender role that society prescribes to them for whatever reasons. Some children are born Intersex – with ambiguous or dual sex.

Although schools may think that they have no transgender [*or intersex*] people to worry about, that is statistically unlikely. In any school of 1,000 pupils there are likely to be 6 who will experience transgenderism throughout their lives. There are likely to be others who have a transgender parent or close relative. Among pre-pubertal pupils, there are likely to be 60 in 1,000 who will experience atypical sexual orientation that may be difficult to distinguish from atypical gender identity⁵.

A supportive environment which allows for early diagnosis and ability to transition is vital for the mental and physical wellbeing of individuals with Gender Dysphoria.

⁵ <http://www.gires.org.uk/assets/Schools/TransphobicBullying.pdf>

Children with Special Educational Needs and disabilities

“Reports from the Children’s Commissioner, the National Autistic Society and Mencap show that children with SEN and disabilities are more likely than their peers to be bullied. A 2007 Mencap survey found that eight out of ten respondents had been bullied and six out of ten had been physically hurt”.

Bullying Involving Children with Special Educational Needs and Disability. Safe to Learn: Embedding Anti-bullying Work in Schools DCSF, 2008.

There is a growing amount of research literature on bullying among children with disabilities and Special Educational Needs. This research indicates that these children may be at particular risk of being bullied by their peers. For example, research tells us that:

- Children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied. They also are somewhat more likely than others to bully their peers (Unnever and Cornell, 2003).
- Children with medical conditions that affect their appearance (such as cerebral palsy, muscular dystrophy, and spina bifida) are more likely to be victimised [*bullied*] by peers. Frequently, these children report being called names related to their disability (Dawkins, 1996).
- Children who have diabetes and who are dependent on insulin may be especially vulnerable to peer bullying (Storch et al., 2004).

As with all other forms of bullying and prejudice, this can have a detrimental effect on self esteem and lead to other problems.

In the classroom, if you ask for help it’s like they laugh at you. They scribble on your work and then you take it back to the teacher and you get blamed for scribbling over your work.

What to do about Bullying and Prejudice Related Incidents

A successfully inclusive culture with learning environments that value diversity and foster respect and good relations can reduce the level of bullying and prejudice related incidents, and if they do occur (because they can, even in schools and establishments operating good practice), can settle the situation more readily.

Schools and establishments that succeed in addressing bullying and prejudice related incidents will have created a strong ethos of respect and good behaviour amongst children and staff. Everyone will have a clear understanding of how their actions affect others, with staff and older children/young adults setting a good example.

To succeed, schools need to consider three issues:

- **Challenging** unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- **Supporting** the target (and sometimes the aggressor).
- **Reporting** what has happened and monitoring those reports.



It is important for head teachers and governors, and managers of establishments, to develop and implement good practice around preventing bullying and prejudice related incidents. The aim is not just to respond appropriately to incidents as they happen, but to try to make sure that more incidents don't happen in the future. Your school or establishment may already have procedures in place to deal with bullying and prejudice related incidents, backed up by an anti-bullying policy, behaviour policy and equality policy. You may need to check they are up to date. Getting good policy and procedures in place is the first step.

Which happens first out of report, support and challenge depends on the situation and your involvement in it. It should be a cyclical process that is regularly revisited so that all staff and children are aware that:

- **Prejudice and bullying of any sort will be challenged and may result in disciplinary action.**
- **Support and intervention is available for everyone involved – targets, aggressors, witnesses, participants, bystanders, families, staff and governors; systems are put in place to try and prevent things from happening in the first place.**
- **Any incident will be recorded and reported to the local authority.**

Don't be afraid that taking action could be seen that you 'have a problem'. Even if you believe there are very few incidents, it is important to maintain a programme of reporting, supporting and challenging to reduce the risk of incidents happening again.

After a new anti-bullying campaign and introducing a better reporting system, be prepared for your statistics to look like there has been a rise in incidents, when actually what is happening is there is a rise in reporting – this is a positive thing because it means you are taking this seriously and people have trust and confidence to report incidents.

You may also find there is a rise which coincides with a national or international event. You can explain these things in the narrative of any reports. It shows you have an understanding of what is happening. In time you will want to see a reduction in incidents. If this does not happen, please seek help and guidance. Don't let the fear of getting it wrong get in the way.

Ofsted's study *No Place for Bullying*, published in June 2012, which interviewed 37 primary and 19 secondary schools, found that the best schools had the following characteristics:

- A positive **culture and ethos** in the school.
- School **expectations and rules** were clearly spelled out in terms of how pupils should interact with each other.
- **Respect for individual differences** had a high profile.
- Pupils had developed **empathy** and understood the effect that bullying could have on people, and **took responsibility** for trying to prevent bullying.
- **Curriculum planning and delivery** helped a great deal to bring about these positive attitudes by giving pupils a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying.
- Bullying incidents were carefully analysed to look for **trends and patterns**. This information was used to plan the next steps.
- **Action taken** was firm, and often imaginative.
- If pupils had been bullied they felt very **confident** that action was taken and it stopped promptly.
- **Governors** were **well informed** and questioning about bullying.

The following table outlines some of the immediate responses and good practice strategies that are recommended:

	Immediate responses	Whole school/establishment approaches
Challenge	<p>Challenge incidents sensitively, however small.</p> <p>Speak to those involved privately explaining why the behaviour is unacceptable.</p> <p>Seek to understand the aggressor's motivation and take action to address any concerns about wellbeing.</p> <p>Make the aggressor/s apologise for their behaviour once they understand why it was wrong.</p> <p>Use disciplinary action for more serious incidents.</p> <p>If necessary, make arrangements to talk to the aggressor's parents/guardians.</p> <p>Involve the police if the incident involves criminal activity.</p>	<p>Promote strong inclusive values and a common sense of identity; a school motto can help.</p> <p>Include anti-bullying measures within behaviour policies. Ensure the policy addresses different kinds of bullying, such as cyber-bullying, homophobic bullying, racist bullying, sexual bullying and disability bullying. Consult with stakeholders (e.g. those in the school community including staff, pupils, school council, governors, parents/guardians) about the policy. The behaviour policy should be explicit in the way in which children should treat each other. The policy should be consistently reinforced by staff and management.</p> <p>Acknowledge the problem of bullying and prejudice openly by providing easy access to policies and procedures and maintaining a regular programme of activities.</p> <p>Make sure everyone involved in your school/establishment (including parents/carers) knows there is a zero tolerance response to all bullying, including prejudice-related bullying and incidents.</p> <p>Make your anti-bullying policy clear to stakeholders in your local community. Write to parents/guardians to inform them of any new initiatives.</p> <p>Address aspects of bullying and prejudice in groups such as assemblies and circle time. Provide this information to new starters as early as possible and make sure that children receive age appropriate information. Help children to develop an understanding of the difference between harmless and harmful banter.</p> <p>Include bullying, diversity and prejudice in curriculum planning, particularly PSHE. Help children develop positive values and understand the effects that bullying has on people, and how to protect themselves. Make sure the full range of bullying and</p>

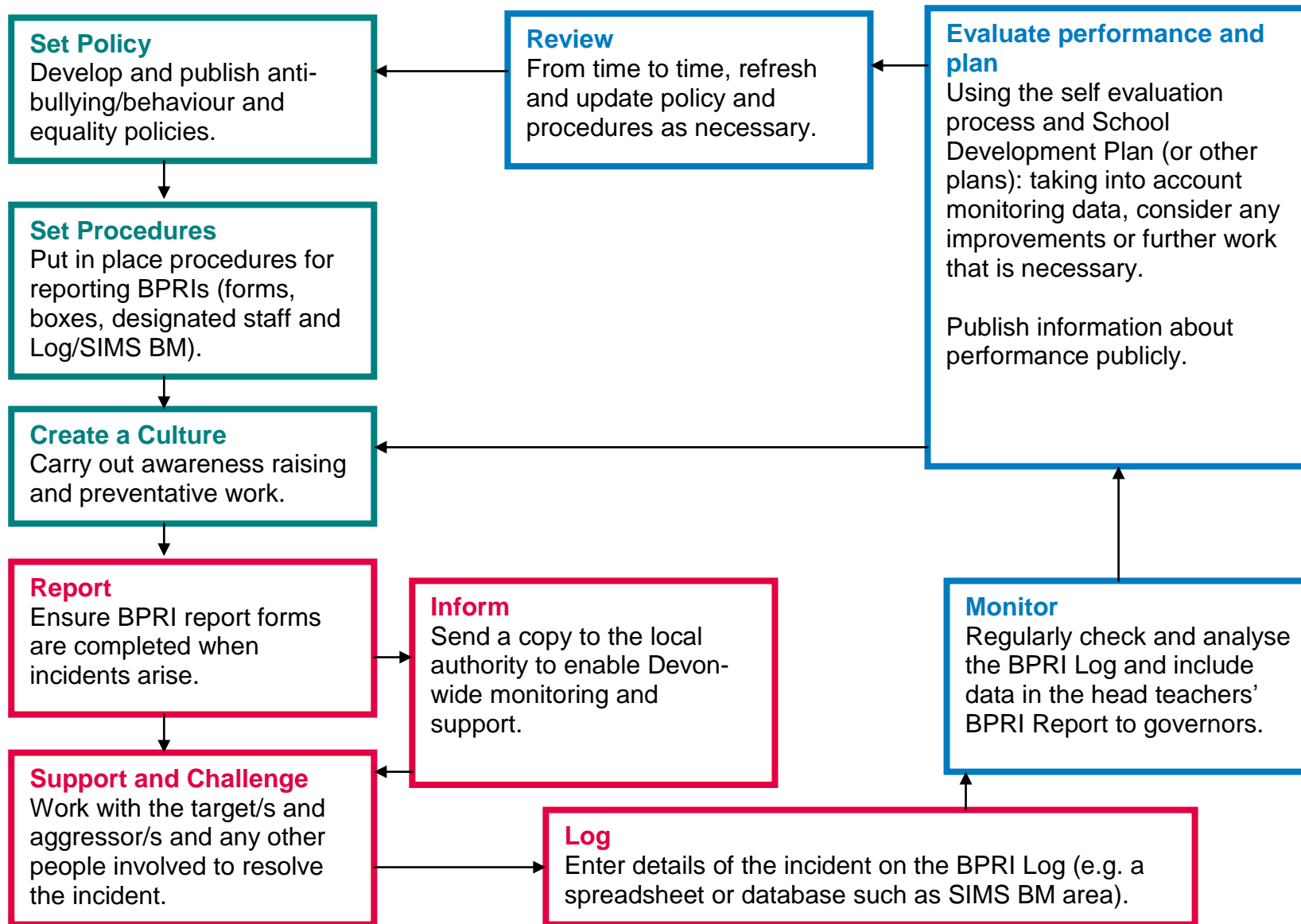
	Immediate responses	Whole school/establishment approaches
		<p>prejudice related incidents are covered including disability related bullying and homophobia, and tailor this to the age of children and their understanding of relationships.</p> <p>Make clear links between personal, social, citizenship, and religious education as well as other curriculum areas.</p> <p>You could use the Skin Deep resources available from the shop at www.babcock-education.co.uk/ldp.</p> <p>Address staff training needs and provide access to equality and diversity training for all staff including training in how to challenge expressions of prejudice. Make sure training is specific and thorough enough to deal with different types of bullying and prejudice. Staff will then be able to consistently and firmly challenge unacceptable behaviour.</p> <p>Display anti-bullying posters prominently around the site, along with report forms, secure box and named person responsible for monitoring incidents.</p> <p>Take part in initiatives such as Anti-Bullying Week, visit anti-bullyingalliance.org.uk. Other national events which can provide a means of engaging in the subject of diversity and respect include Black History Month, Learning Disability Week, Deaf Awareness Week, International Womens Day, Holocaust Memorial Day, Gay Pride and IDAHO day.</p> <p>Set up a pupil 'gay straight alliance' to tackle homophobia (visit schoolsout.org.uk for more information).</p>

	Immediate responses	Whole school/establishment approaches
		<p>Celebrate achievements such as updating the anti-bullying policy or reducing the incidents of bullying through lesson time, newsletters, notice boards or websites.</p> <p>Give children the opportunity for meaningful interaction with people from different backgrounds, for example through links with other schools and community organisations or visiting speakers.</p> <p>Make sure that images and resources reflect diversity and do not reinforce stereotypes. For example, library books and posters.</p> <p>Support diversity by showing how different communities can be united by shared values and common experiences, and how different people can live together peacefully. Explore the benefits of a diverse society, why people are unique and the history of migration or changing attitudes due to better understanding and opportunities.</p> <p>Cover all diversity characteristics when exploring diversity through curriculum activities.</p> <p>Consider the impact of local, national or international events which may trigger an incident. For example, after attacks by Islamic terrorists people from Muslim communities in Devon are vulnerable to ‘revenge attacks’ even though they had no part to play. Take action to mitigate any Islamophobia, for example discuss the difference between extremist Islamic views and Muslim values. Explore how people are portrayed in the media and how negative stereotyping can be harmful.</p>

	Immediate responses	Whole school/establishment approaches
Support	<p>Comfort and reassure targeted children and discuss different ways in which you can help.</p> <p>Find out what sort of support they want. This may include assigning them a 'buddy'. Involve in restorative justice techniques, as appropriate.</p> <p>Look for signs which could indicate a child is struggling with their personal identity, self-esteem and confidence.</p> <p>Help targets and affected witnesses to contact the anti-bullying support group, counselling or access outside support.</p> <p>Notify the victim's parents/guardians when appropriate.</p> <p>Set review dates to monitor if the incidents have stopped and check the target's wellbeing.</p>	<p>Appoint a person responsible for leading in this area.</p> <p>Make sure children know who they can go to for support when they need it.</p> <p>Provide age appropriate information, support and/or counselling for others involved.</p> <p>Use Restorative Justice techniques to rebuild relationships and help aggressor/s address their prejudices and attitudes towards their target(s).</p> <p>Use outside agencies or organisations to support your school/establishment.</p> <p>Set up an anti-bullying peer support group.</p> <p>Review policies and procedures and school culture, for example look carefully for adverse stereotyping.</p>

	Immediate responses	Whole school/establishment approaches
<p>Report</p>	<p>Report the incident: Support children if they want to complete a report form themselves; you could provide a Self Report version, but staff need to complete the BPRI Form or enter details directly on to the Behaviour Management (BM) Record on SIMS.</p> <p>Make sure that staff who need to know, such as class teacher, form tutor, year head and head teacher are aware of the incident.</p> <p>Enter details from the Form on to the BPRI Log.</p> <p>Send a copy of the BPRI Form/BM Record to the local authority contact so that incidents can be monitored across the whole of Devon and support can be targeted as appropriate. <i>This applies to all schools and establishments including Academies and Free Schools. It isn't mandatory but if some schools do not participate, this leads to inaccurate data for Devon.</i></p>	<p>Have clear guidelines for everyone in your school/establishment about the procedures to follow in the case of bullying and prejudice related incidents and when and how to report an incident. If necessary, have a single point of contact such as a student support officer.</p> <p>Make sure copies of BPRI Forms (and any Self Report Forms if using these too or instead) are available and easily accessible.</p> <p>Set up a spreadsheet or database (BPRI Log) for reporting and monitoring purposes. If using SIMS, use Behaviour Management for BPRI reporting.</p> <p>Monitor the BPRI Log/BM data regularly and ensure repeat incidents are acted on.</p> <p>Analyse data to understand patterns and trends; evaluate how effective action has been. Use this information to plan future actions.</p> <p>Share data with governors within the head teachers' report. It is good practice for the chair of governors to sign the BPRI Report. For establishments, this should take place during management meetings.</p> <p>Include information in the school's self evaluation process and publish summary information publicly.</p> <p>Include strategies for addressing bullying and prejudice related incidents in the school development plan/your business plan.</p> <p>Report in the Schools Census if the incident results in exclusion.</p>

Flowchart of preventing and responding



Providing education and support in partnership

Anti-bullying education should be taught within a broader, planned *personal, social and health education* (PSHE) programme designed to meet children's needs.

PSHE is most effective when children are actively involved in the learning process by selecting appropriate and varied teaching strategies to meet the interests, aptitudes and abilities of the children. The range of strategies can include:

- Teacher talking or reading to the class
- Class discussion
- Pupil discussion
- Project work
- Practical work
- Drama/role play
- Teacher instructions
- Visits
- Visiting speakers
- Using the library
- Getting involved in events or campaigns
- Using ICT
- Group work
- Pupil assessment for learning.

You may want to involve partner organisations such as local authority teams, police teams, private companies, consultants or voluntary/community organisations, who can make a significant contribution to a school's, pupil referral unit, or other setting's anti-bullying programme. They may also be in a position to provide support to targets and aggressors, and others affected such as witnesses and participants, including counselling and restorative justice, drama workshops or theatre based learning, provide help with a campaign or signpost to useful resources.

The local authority Learning and Development Partnership (LDP) has a list of recommended partners or you can source your own.

Things to consider when sourcing a partner organisation:

- What issue do you need to address?
- Will this be a one off intervention or a longer programme?
- What preparation and follow-up work will be needed?
- How much will it cost/how much budget can you allocate?
- In what way will the partner add value to your own efforts?
- What are your legal responsibilities when inviting a visitor into your school in terms of children's safety, your own safety and the content and appropriateness of any input being delivered?
- How skilled and creative is the partner's representative in being able to address the issue?
- What is their philosophy and approach? Is it explicit?
- Are they part of a wider organisation – what are the values of that organisation?
- Are their values, philosophy and approach consistent with good equality practice and your school's values?
- What experience and expertise do they have – will it help address the issue or are you looking for something else? Some partners may have great experience and expertise but maybe not in the area you need.
- Are they recommended?
- What experience do they have of working with that age group?
- Will they be able to cater for children's different needs and value every child with respect regardless of their background or other characteristics (think about all the protected characteristics including disability and sexual orientation)?
- What questions will you ask to check their values, philosophy and approach?
- Can you obtain two references?
- Do you know who you will be working with from the organisation?
- Has the representative been CRB checked – what evidence do you have?
- Does the representative carry ID?
- How will you evaluate the activity?

Organisations wishing to work with schools could also consider their response to these questions.

For further information about partner organisations and support please phone 01392 384865, email reducingschoolbullying@babcock.co.uk, or write to Reducing Bullying in Schools, Babcock LDP, Great Moor House, Bittern Road, Exeter, EX2 7NL.

The BPRI Form – How to complete it

Schools and other establishments are strongly encouraged to report incidents involving pupils in schools, as well as children and young people in local authority settings. **We know that incidents happen but keeping a record can help you:**

- **Evidence** what you are doing to address incidents and safeguard children and young people.
- **Monitor** incidents, identify any patterns and learn from them, so that wider action can be taken to reduce the likelihood of them happening in future. A copy of the form/record should be sent to the local authority so that they can monitor what is happening across the county in order to target additional support as appropriate and identify community tensions that may escalate.
- **Demonstrate** that you are taking your legal duties to eliminate discrimination, advance equality and foster good relations seriously (Equality Act 2010).

Incidents can take many forms and may refer to a person's or peoples' culture, nationality, religion, sexual orientation or physical appearance, for example.

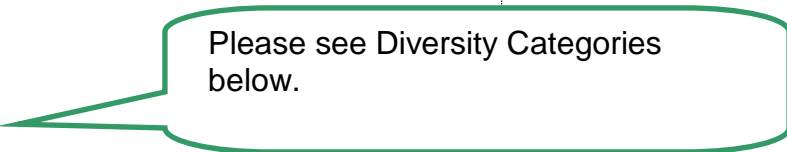
Report general incidents without providing names if necessary (for example, inappropriate banter amongst a group with no perceived targets involved).

All schools may use the standard BPRI Form provided by the LDP (Learning and Development Partnership – providing support to schools for the local authority). We strongly recommend you use this form to ensure consistent collection of data. Also, the checklist on this form has been carefully designed to help you recognise and respond to incidents appropriately. You may adapt the form or use another if you wish; what's important is that you record and report incidents. Alternatively you may have provided all staff with direct access to SIMS, in which case you could set up a process where staff enter details of incidents directly on to the SIMS Behaviour Management (BM) Record.

First, we need to know who was involved and a little about their background. This helps us analyse incidents. For example, by providing year group and gender we can see if incidents are more common between boys or girls or particular year groups. This helps us tailor support.

- A **Target** is someone on direct receiving end of an incident or bullying (sometimes referred to as the ‘victim’).
- An **Aggressor** is someone who causes the incident or bullying (sometimes referred to as a ‘perpetrator’), whether they intended to cause offence or not, or were aware of their actions being inappropriate or not.
- A **Witness** is someone who sees or hears an incident and is upset by it.
- A **Participant** is someone who assists the Aggressor in their actions.
- A **Bystander** is a passive participant, unlike a witness they condone the incident or bullying and usually form an ‘audience’ for the Aggressor.

Details of those involved:

	Target(s)	Aggressor(s)
Names:		
Please also provide per name:		
Year Group/Staff/Guardian/Visitor.		
<ul style="list-style-type: none"> • Ethnicity (and religion if relevant). 		
<ul style="list-style-type: none"> • Disability or SEN? 		
<ul style="list-style-type: none"> • Gender. 		

N.B. SIMS BM is unable to record profiles of Guardians or Visitors. If using SIMS BM, enter details of any Guardians/Visitors in the comments section.

Diversity Categories

Ideally, the individual should self-classify. Please note, if you are classifying on behalf of someone else you must provide them with the opportunity to confirm or correct their category. You can use other sources of data to classify (for example, the pupil’s admissions form) provided this is accurate and up to date. If using a database, this information will usually be captured on the student record.

Categories for Gender

- Female
- Male
- Transgender (only use this if a child wishes to identify as Transgender)

Categories for Disability and SEN

- Autistic spectrum disorder
- Behaviour, emotional and social difficulty
- Hearing impairment - Deaf (British Sign Language user)
- Hearing impairment
- Moderate learning difficulty
- Multi-sensory impairment
- Other difficulty or disability (includes mental or other health condition)
- Physical disability (for example, mobility or manual dexterity)
- Profound and multiple learning difficulty
- Specific learning difficulty
- Severe learning difficulty
- Speech, language and communication difficulty
- Visual impairment

Categories for Religion and Belief

- Buddhist
- Christian
- Hindu
- Humanist
- Jewish
- Muslim
- No religion/belief
- Other religion (please describe)
- Pagan
- Sikh

Categories for Ethnic Origin

- Asian/Asian British
 - Indian
 - Pakistani
 - Bangladeshi
 - Other Asian background
- Black/Black British
 - Caribbean
 - African
 - Other Black background
- Chinese
 - Hong Kong Chinese
 - Other Chinese background
- Mixed heritage
 - White & Black Caribbean
 - White & Black African
 - White & Asian
 - Other mixed heritage
- White
 - White British
 - White Irish
 - Irish Traveller
 - Greek/Greek Cypriot
 - Eastern European
 - Western European
 - Gypsy/Roma
 - Other White background
- Other ethnic origin (please describe)
 - Arab
 - Filipino
 - Iranian
 - Other ethnic origin

Where relevant, state the individual's nationality e.g. British, Polish, Irish and their first language if this is not English.

Some children may be 'Travellers' but not one defined as an ethnic group, this includes New Age Travellers.

Tick all relevant boxes. This list intends to give you an idea of the types of incidents that require reporting.

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word "gay").	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability).	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/> Persistent bullying
		<input type="checkbox"/> Other (<i>please describe below</i>):

Use this section to provide a brief description of the incident(s). Also include any incidents that happen on the way to or from school.

Description of the incident(s):

Use this section to describe what action has been taken. You may need to come back to the form and complete more at a later date if further action is taken.

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.
<input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity).	<input type="checkbox"/> Buddying, mentoring or peer support.	<input type="checkbox"/> Class/peer group workshop.

<input type="checkbox"/> Restorative justice.	<input type="checkbox"/> Counselling.	<input type="checkbox"/> Assembly subject.
<input type="checkbox"/> Disciplinary action.	<input type="checkbox"/> Referral to specialist help/agency.	<input type="checkbox"/> Review of curriculum or policy.
<input type="checkbox"/> Notify parent/guardian.	<input type="checkbox"/> Notify parent/guardian.	<input type="checkbox"/> Campaign e.g. posters.
<input type="checkbox"/> Exclusion.	<input type="checkbox"/> Medical treatment.	<input type="checkbox"/> Letter to parents/guardians.
<input type="checkbox"/> Notify police (if criminal activity).	<input type="checkbox"/> Set review dates.	<input type="checkbox"/> Initiative with learning community/local authority.
<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

Form completed by:

Print name	Position	Signature	Date
Name of School and			

Use this section to provide any other relevant information. You may need to complete this at a later date, particularly if you are awaiting advice and support from the local authority.

contact details:

- Select if you would like the local authority to contact you about the support available.

The local authority will contact you if you tick this. Where necessary, the local authority may contact you even if you do not tick this box. The local authority contact will discuss with you the range of options available including partner agencies who could work with you.

It's important to date your report, this date will be entered on to the Log and can act as a reference point. You will need to retain the record for 25 years, under safeguarding requirements.

OSHENS/RIDDOR – HEALTH AND SAFETY REPORTING



If an incident results in **physical injury or a threat with a weapon** then a RIDDOR or OSHENS report needs to be completed. There is a legal requirement to report injuries and dangerous occurrences. More information is available from the HSE at [hse.gov.uk/riddor](https://www.hse.gov.uk/riddor).

OSHENS is a web-based management system for health and safety reporting for Devon schools and other organisations who subscribe to the service through the local authority. Schools who do not sign up to this service will need to have their own system in place for reporting to the HSE.

What to do with the information:

- Retain any forms for your records (you will need to retain records for 25 years).
- Enter information on to a database for monitoring purposes. For example, you may be using SIMS Behaviour Management.
- Report *basic* information to Governors as part of the Headteachers Report. Make this data available for inspection on request and make *summary* results publicly available to fulfil statutory duties to publish information under the Equality Act 2010. Make sure your report to governors includes analysis; make sure individuals cannot be identified in public reports.
- Send a copy of the form to the local authority. Contact details are on the form.
- Information provided to the local authority will be dealt with sensitively and in accordance with data protection requirements.

Staff and other adults may report incidents personally, including incidents that don't involve pupils. Visit devon.gov.uk/reportincidents for more information.

What happens to the form?

Once the form is received by the local authority, summary information will be logged on to a database for monitoring purposes. If follow up support is needed, the relevant team (such as the Ethnic Minority Achievement team if the incident is of a racist nature) will contact you. The local authority may also signpost the school to partner agencies including theatre groups, mediation, advocacy and training services.

Using databases to record incidents

Small schools may find forms and a basic spreadsheet suit their needs, but larger schools will probably find a database more useful for recording and reporting on incidents.

Because records need to be retained for 25 years, a database provides a safe and convenient way of storing information which can be

archived without taking up physical space.

Databases can be interrogated and configured in ways which allow for effective and creative reporting at the 'click of a button'.

The majority of schools in Devon use SIMS and are supported by Scomis. **Within SIMS there is a core element for Behaviour Management (BM) where BPRIs can be logged, and as such there is no additional charge.** However, schools will need to configure the drop down menus and train staff in its use so that data is captured consistently and accurately. Scomis can offer workshops which will cover all of the aspects to enable schools to customise their own SIMS databases in order to produce a BPRI record from within SIMS for the local authority and for producing BPRI Reports for Governors etc. If you use SIMS for other purposes such as monitoring attendance and SEN, you will be able to link/cross-reference information. For example, there can be a link between attendance levels and bullying.

Some schools provide all **staff with direct access to SIMS.** If your school does this, you could arrange for staff to enter reports of BPRIs directly into SIMS BM without the need to use forms. This way information is captured immediately. If using this approach, you will need to print and send a copy of the BM Record to the local authority instead of a copy of the standard BPRI Form. You could run these as a report on a weekly or monthly basis depending upon the quantity and nature/severity of incidents.

Where there is sufficient demand, we can use Securenet for the safe transfer of sensitive data between the school and the local authority, removing the need to print and forward individual reports to the local authority.

Configuring drop-down menus within SIMS BM

It's important that the same type of information that is captured on the standard BPRI Form is also captured in SIMS BM. Your MIS officer will need to look at the form categories and ensure SIMS BM allows for staff to enter details consistently and easily. You may want to provide staff with a brief guide/reference card of instructions about what to enter.

To make analysis easier, use pre-set menus to categorise incidents and action taken. This way you will quickly see the more common types of incident or successful actions when creating reports, whereas 'free text' provided in comment areas makes analysis of this kind very difficult.

There are many 'types of incident'. We recommend creating a drop down menu for the following incident types:

Racist – visual/written
Racist – physical
Racist – verbal
Racist - incitement
Racist – cyber
Racist – segregation
Racist – damage
Racist – threat
Racist – theft or extortion
Disability – (following same pattern as above)
Homophobic – (following same pattern as above)
Religion/Belief – (following same pattern as above)
Sexism/Sexual – (following same pattern as above)
Gender identity – (following same pattern as above)
Unspecified – (following same pattern as above)
Persistent bullying – unspecified
Persistent bullying – racist
Persistent bullying – disability
Persistent bullying – homophobic
Persistent bullying – religion/belief
Persistent bullying – sexist/sexual
Persistent bullying – gender identity
Other

For incidents of a multiple type, select the main type or 'other' and add relevant categories in the area for comments. Additional information, such as whether the incident relates to the characteristics of someone the target associates with can also be entered in the comments area.

It's important that the following information is also captured:

- Profile* of targets and aggressors **including** gender, ethnicity/religion, disability/SEN, year group (if not already on the system)
- When it happened
- Where it happened
- What happened
- Action agreed to be taken (see below)
- Any other relevant information such as if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, things that could have influenced the incident such as world events or media coverage.

Please note, SIMS BM is unable to record profiles of Guardians or Visitors, but can record Staff if they are involved in an incident (target, aggressor, or bystander for example). If using SIMS BM, enter details of any Guardians/Visitors in the comments section.

Profiles* help you carry out trend analysis. For example, you could look to see if incidents are more common amongst boys or girls, or targets are more likely to be from a particular ethnic group such as Romany Gypsy. This will help you target preventative measures appropriately.

The type of action agreed to be taken can include two or more of the following, and would be recorded in the Action Taken section:

Aggressor/participant/bystander –

- apology to victim
- awareness raising
- restorative justice
- disciplinary
- parent/guardian notified
- exclusion
- police notified
- other

Target/witness–

- comfort and reassurance

If you need further advice
or would like to arrange training on
SIMS Behaviour Management,
please email scomis@devon.gov.uk
or telephone **01392 385300**.

- buddy/mentor/peer support
- counselling/support referral
- parent/guardian notified
- medical treatment
- set review dates
- other

With the school/establishment –

- staff/governor training
- class/peer group work
- assembly subject
- curriculum or policy review
- campaign
- letter to parents/guardians
- learning community initiative
- other

Policies to reduce bullying and prejudice related incidents

According to a study by Ofsted, schools/establishments successful in dealing with bullying and prejudice related incidents will include anti-bullying as part of their wider behaviour policy.

In reviewing or developing your behaviour policy, please consider including the following:

- background information about the school/establishment.
- the policy formation and consultation process.
- the aims of your policy.
- mission statement.
- equal opportunities statement.
- content of the anti-bullying education programme.
- organisation of the programme.

- specific issue statements, such as:
 - the role of outside agencies and organisations and procedures for their involvement.
 - disciplinary procedures.
 - definition of bullying and prejudice related incidents.
 - responding to bullying and prejudice related incidents.
 - monitoring procedures.
 - dissemination of the policy.
 - monitoring and review of the policy.

Frequently asked questions

A family at the school said they used the Third Party Reporting Process to report an incident of disability related harassment. Does this mean I still have to complete the BPRI Form?

Yes. There is a Third Party Reporting process for prejudice and hate crimes across Devon. It is there for anyone to use, and it provides an opportunity for targets and witnesses to report incidents to a third party. The 'third party' may be the county Hate Crime Prevention Co-ordinator, a police officer or a voluntary sector agency. Report forms are available with community organisations such as the racial equality council. Further information and an on-line version of the report form is available from devon.gov.uk/reporting-hate-crime.

If a child, or any other person, uses this process to report an incident at your school or establishment you should still complete your own BPRI Form/BM Record, but please state within the section 'other relevant information' that a Third Party Report has been completed and details of any support provided by agencies. This is so that the local authority does not record an incident twice.

Another reporting process is available for staff and adults to report incidents that don't involve children, or to report anonymously about discrimination (not just incidents). This is available from devon.gov.uk/reportincidents.

Each process meets a slightly different need or situation, but all processes work together with the aim to encourage reporting. Data collected through all three processes can help us identify a range of issues.

How do we decide if a bullying incident is prejudice related, for example racist?

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

Stephen Lawrence Inquiry Report, Sir William Macpherson, 1999

In deciding if an incident is racist, you should consider whether:

- Alleged aggressors are known to hold racist views or to engage in racist behaviour, or are part of a friendship group known to hold racist views.
- Alleged aggressors were wearing outward signs of belonging to a racist culture, for example insignia.
- The language, clothing or appearance of the person attacked clearly identified them as belonging to a particular ethnic or cultural group.
- There was no, or only slight, provocation.
- There is no other explanation for the incident.

Just because an incident is alleged or perceived to be racist does not mean that it **is** racist. But it does mean that it must be recorded and investigated. Whether or not those responsible intended their behaviour to be racist is irrelevant. If it is not racially motivated, it may be racially aggravated. Of course, when it comes to dealing with an incident, their intentions and attitudes are an important consideration, but at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue.

Similar considerations can be made for other types of incidents e.g. homophobic and disability related bullying.

Do we have to record small, insignificant incidents?

Yes. Every incident, even those that seem small or insignificant, should be recorded (in much the same way as you would record an accident in an Accident Log Book) and dealt with.

Prejudice related name calling (“Hate Speech”) can be as hurtful and damaging as physical attacks and must be recorded. No one must be permitted to believe that this is acceptable. Please also see *Allports Scale*.

If staff have supplies of report forms readily available, they are more likely to fill them in.

Who should record an incident?

All staff, including teaching, ancillary and support staff should know how to record an incident using the school procedures, and be expected to complete a Form or Record in a timely manner. You could use a different form if you wish, but we do recommend using the BPRI Form provided by the local authority and/or SIMS BM.

It is usually possible to deal with minor incidents straightaway, for example in the classroom or playground by having a word with those involved. More serious or repeated incidents will need to be reported on to parents/guardians. Support from outside agencies may be sought. The Form should be passed on to a responsible person who can retain copies and enter details on to a Log. Regular checks of the Log may reveal patterns, perhaps with individuals or particular groups of pupils.

Why is it important to send a copy to the local authority?

The purpose is to monitor the level of prejudice related incidents at county level, nationally and regionally to look for any patterns and to plan steps to prevent and address further incidents. The local authority, with the police, can identify trends and ‘hot spots’ so that preventative work can be targeted effectively.

Can a pupil/child make a report?

Yes. You could set up a sealed box and a named adult for pupils to contact if they wish to. You probably need to produce an easier version of the BPRI Form for children to use.

Will it look bad if a school has a lot of incidents?

No. In fact, recording incidents is evidence that you have developed a positive atmosphere in which children feel confident that reports will be taken seriously and dealt with. If successful, an initial increase of reports can be expected as you become better in promoting this, and then numbers will decrease as you develop more effective measures for preventing incidents.

If we highlight prejudice related incidents, couldn't this lead to a worse situation?

No. It goes without saying that all cases should be treated with sensitivity and care to avoid over-reacting.

It is important not to ignore any incidents but your actions may differ because they need to be proportionate responses to the incidents. You need to take a balanced approach which protects targets but also deals with aggressors fairly.

Children and their families need to feel supported and taken seriously. It will be much worse for society if, by ignoring incidents, we are giving children the impression that adults condone discriminatory or bullying behaviour.

What happens to our reports?

Information will be aggregated by the local authority and reports shared with the police. We take confidentiality and trust in reporting seriously and therefore school names are **not** included in reports and children **cannot** be identified.

Should we aim for a nil return?

No. A nil return might imply that children are not confident about reporting incidents to staff, or that staff have not understood the nature or seriousness of bullying and prejudice related incidents.

A school's population does not operate in a bubble separate from society and it is unrealistic for a school to expect that no prejudice related comments will ever be made. We know these things happen!

We are a small school and the number of incidents is so few and far between that the example reports you provide are not suitable for us.

This is a generic guide and the reports are here to provide ideas, particularly for larger schools with a greater number of pupils. It's not possible for us to provide guidance for each school or establishment. You need to take a proportionate approach and consider what's right for your circumstances. Small organisations like primary schools and pupil referral units may only need simple methods for publishing information, such as publishing, once a year, a short evidenced account of all its equality priorities and work, highlighting key trends and issues.

How to challenge

Challenging expressions of prejudice can require a degree of skill and knowledge, particularly if the statements come from someone with deeply entrenched views or value systems. Here are some useful responses that you can use to help people explore their prejudices:

- What did you say?
- Do you know what that means?
- Do you know that [] people find that hurtful because.....?
- Why did you say/do that?
- How do you know that?
- What evidence do you have that [] people are like that?
- What are you afraid of? Is that really going to happen?
- Is that really evidence? I think that's a negative social stereotype. Do you know what a stereotype is?
- Before you judge someone, you should get to know them.
- Why do you think that might be wrong/hurtful?
- How would you feel if the same was said of [describe child]?
- I suggest you find out more about [] before making judgements, come to me at [] and I will give you some resources.
- If this continues we will take disciplinary action.
- You can hold those views if you want, but that does not give you the right to express them openly, because they are hurtful. (Use if the person will not change their belief).

Sample Self Report Form

[insert school logo]

You could also use the information on this form to create a poster about your process for reporting incidents.

Pupil Bullying and Prejudice Incident Report Form

It is wrong for anyone to:

- Bully you.
- Take or harm your things.
- Hurt you or call you names.
- Make you feel frightened or stop you from going places.
- Touch you without your permission.
- Be nasty to you (or others) because of your background and how you look. For example, because you are a boy or girl, or because of your skin colour or if you have a disability, or you are gay or because of your religious beliefs.

If you have experienced any of these things please tell us. We are sorry it has happened and want to stop it from happening again.

- You can fill in this form yourself and put it in the [Bullying Box] or give it to your Tutor or [Student Support Officer].
- You can also speak to a member of staff and ask them to fill in a form for you.

We will respond to your report sensitively.

[Head teacher's name]



What is your name and your class?

What happened to you and who was involved?

When did it happen?

Where did it happen?

Did you tell anyone? Who?

What do you want the school to do?

Sample BPRI Log and Report to Governors (Confidential)

Report: Spring Term 2011

Codes:

Incident Type	Incident Activity
Racist	Visual
Disability related	Physical
Homophobic	Verbal
Religion or Belief related	Incitement
Sexism or sexual harassment	Cyber
Gender identity related	Segregation
Other or non specific	Damage to personal property
	Threat with a weapon
	Theft or extortion
	Persistent Bullying

Confidential

Date reported	Incident Type	Incident Activity	When*	Where	Aggressor Profile (A)	Target Profile (T)	Repeat incident?	Action Taken and feedback from T.
12/1/11	B	Ve P	12/1 lunchtime	Playground	Yr 9 pupils (White British, no B stated, Male)	Yr 9 pupil (Muslim, Female)	Previous 7/5/10	Apology and awareness raising with As. Detention for A2. T comforted and is happy that action has been taken. All parents have been notified and are satisfied with the outcome.

Date reported	Incident Type	Incident Activity	When*	Where	Aggressor Profile (A)	Target Profile (T)	Repeat incident?	Action Taken and feedback from T.
13/1/11	B/R	Ve	11/1 morning break	Corridor	Yr 10 pupil (White British, Male)	Yr 11 pupil (Asian, Male)		Apology, detention and awareness raising with A. T comforted and is happy that action has been taken. All parents have been notified and are satisfied with the outcome.
14/1/11	B	Ve	13/1 after school	On way home	Yr 9 pupils (White British Female)	Yr 10 pupil (Muslim, Male)	Connected to 12/1 (T brother and sister)	Dealt with alongside 12/1 incidents. Issues escalated: Head teacher to raise awareness in School Assembly. All tutors notified and asked to discuss in Tutor time. Local authority support requested.
22/1/11	S	P	20/1/11 3pm	Corridor	Yr 10 pupil (Male)	Yr 10 pupil (Female)		Comfort T and detention for A. T satisfied with outcome and has requested more information about harassment to be given in PHSE.
23/2/11	R	Vi	23/2/11	Playground	Not known	n/a		Graffiti removed. Subject in assembly.
24/3/11	H	Ve P B	20/1/11 to 23/3/11	Various – in school and on way	x6 Yr 11 pupils (all Male) in same class	Yr 11 Male		Counselling for T and disciplinary action for As, may result in exclusion. Group workshop with LGBT agency. T's family are monitoring the situation

Date reported	Incident Type	Incident Activity	When*	Where	Aggressor Profile (A)	Target Profile (T)	Repeat incident?	Action Taken and feedback from T.
				to/from home	as T			with the school.
25/4/11	O	C	20/4/11-24/4/11	Via mobile phone messages	Yr10 Female	Yr 9 Female		Comfort and buddy for T. T & A Parents informed. A has disciplinary action pending and written apology. Exploring restorative justice/mediation as an option.

*Bullying generally occurs over a duration of time rather than a one off incident.

[NB The following section of the report can be published publicly to demonstrate performance in this area]

Number of incidents reported

Incident type	Spring 2010	Summer 2010	Autumn 2010	Spring 2011
Racist	1	1	2	1
Disability related	0	0	1	0
Homophobic	0	1	0	1
Religion/belief related	0	0	1	3
Sexism/Sexual harassment	0	0	0	1
Gender identity related	0	0	0	0
Other/non-specific	2	0	0	1
Total	3	2	4	7

Background:

Following the anti-bullying campaign the school has seen a slight rise in the number of reported incidents which could indicate that pupils are becoming more confident at reporting even minor incidents. A spate of incidents targeting Muslim and Asian pupils in January may have arisen from increased 'right wing' activity in the local area following national events. Support is always provided to those targeted or witnessing incidents and a range of actions are taken to address negative behaviours. Feedback from targets and families has been positive. We intend to maintain the anti-bullying campaign and run theatre based workshops with all year groups in the summer term and to keep this up until we start to see a fall in incidents.

Signed by Chair of Governors.....date.....

Example Local Authority Report

The graph below provides a broad overview of the number of *racist incidents* reported by Devon Schools and Academies.

In general there are more racist incidents reported by secondary schools than primary schools. It is recognised that there may be incidents which go unreported.

Summer and Autumn term 2011

Incident Reporting Levels

- During the summer term 2011, eight of the eleven incidents reported took place in Exeter schools.
- During the autumn term 2011, fewer incidents were recorded by Exeter Learning Communities. In addition, three or less incidents were reported in a large number of learning communities across Devon including Teignmouth, Chulmleigh, South Dartmoor, Culm Valley, Crediton, Dawlish, Totnes, Holsworthy, South Molton and Newton Abbot.

Incident Types

- All incidents were reported as verbal in nature. Two of these incidents also involved physical attack of male students in secondary schools.

Victim Profiles

- The targets were nearly equally divided between male and female students.
- The largest group of targets were aged eleven. Other targets were aged between seven and fifteen years old.
- For the incidents reported during the summer and autumn terms 2011, targets were described as coming from ten different ethnic groups. The largest numbers of students were described as Black Caribbean or Black African; this was followed by students

described as Mixed Heritage.

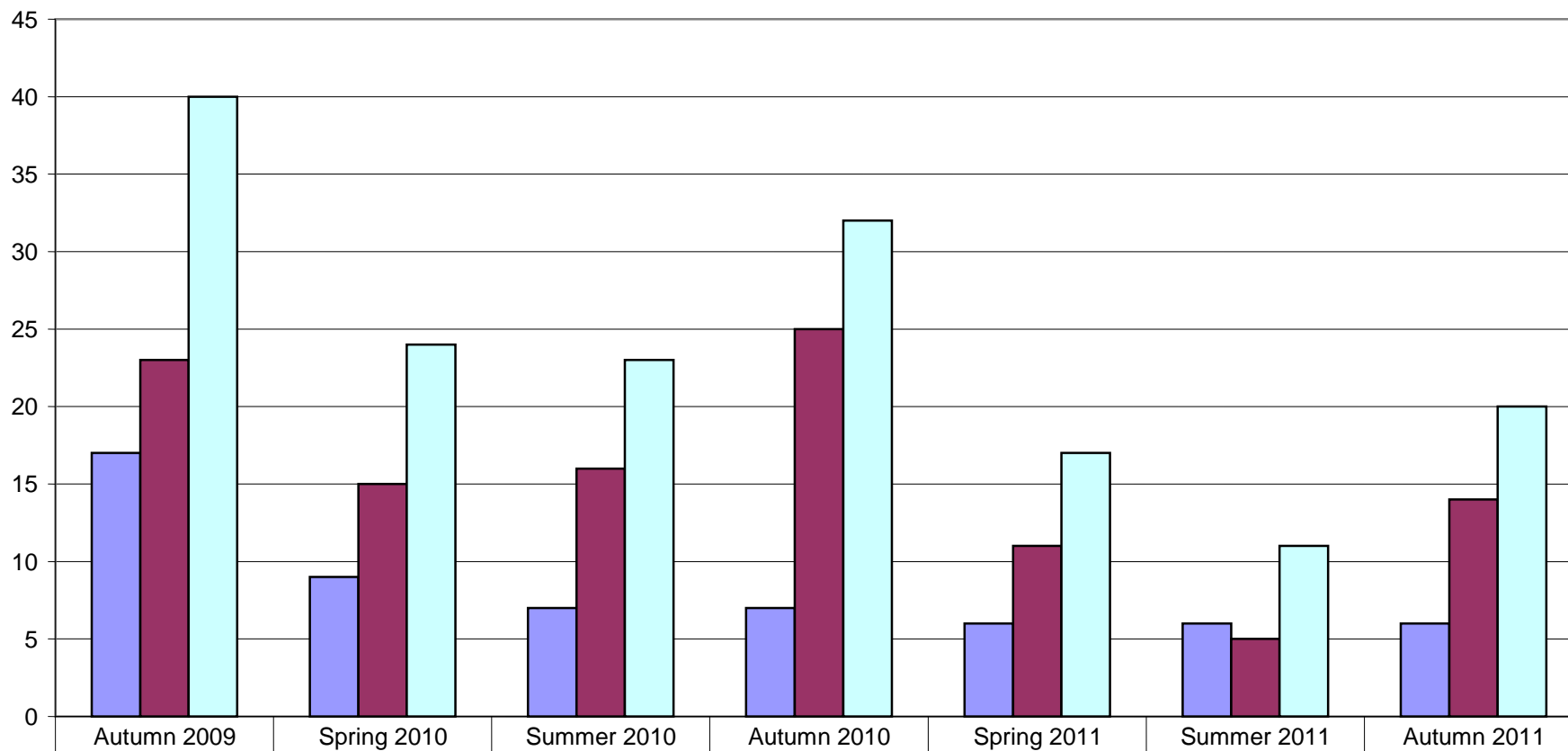
- Several targets were described as having special educational needs.
- A number of targets were described as White British or UK.

Perpetrator profiles

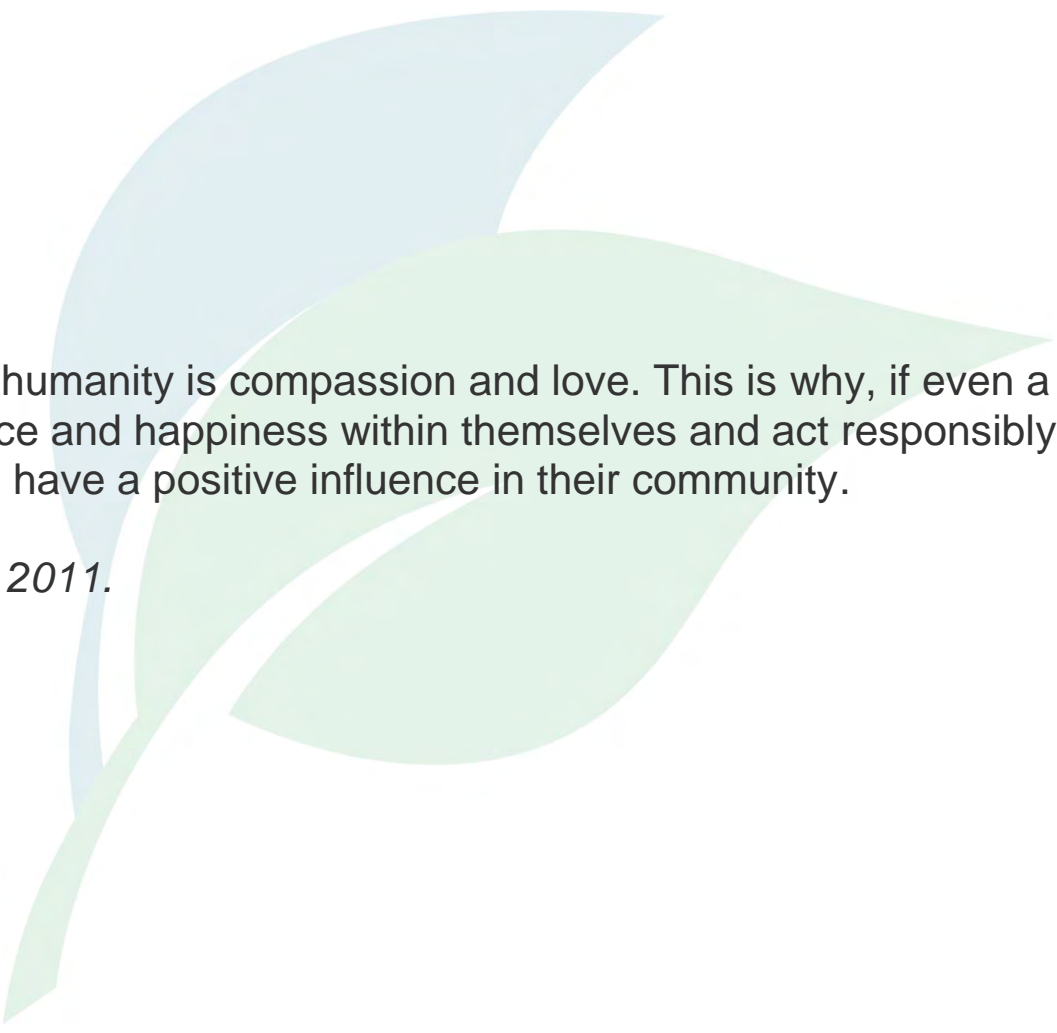
- In both primary and secondary schools the majority of aggressors were male students.
- There were more cases in which aggressors targeted victims of the same gender than a different gender.
- More female victims were targeted by male aggressors than those of the same gender.
- Most information suggested that the incidents were 'one to one' although several reports noted incidents involving a group of students and more than one aggressor.
- In a number of cases the aggressor was described as having special educational needs.
- The majority of aggressors were described as White British.

School Data: Racist Incidents Reported by Schools and Academies from Autumn 2009 to Autumn 2011

Primary Secondary All Incidents



Primary	17	9	7	7	6	6	6
Secondary	23	15	16	25	11	5	14
All Incidents	40	24	23	32	17	11	20



The basic foundation of humanity is compassion and love. This is why, if even a few individuals simply try to create mental peace and happiness within themselves and act responsibly and kind-heartedly towards others, they will have a positive influence in their community.

Dalai Lama. November 2011.