DEALING WITH PREJUDICE-RELATED INCIDENTS AND PREJUDICE-RELATED BULLYING

Preventing and responding

Advice and guidance for schools, academies and settings (April 2019)

Introduction and definitions
Children learn best and flourish in an environment where they feel respected and safe. This guidance aims to support schools, academies and other settings working with children and young people to make sure they are safe and feel safe from prejudice-related incidents. This guidance supports the Oxfordshire Children and Young People’s Plan which aims to ensure that children and young people develop the skills, confidence and opportunities they need to achieve their full potential.

Effective management of prejudice-related incidents is a crucial part of the prevention and management of prejudice-related bullying. The current Department for Education guidance “Preventing and Tackling Bullying” https://www.gov.uk/government/publications/preventing-and-tackling-bullying states that “Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”. The guidance also states that bullying “is often motivated by prejudice against particular groups” and that “it might be motivated by actual differences between children, or perceived differences”.

Oxfordshire’s guidance is to be read in the context of ensuring effective management of all bullying. For further support and guidance for dealing with bullying effectively please see http://schools.oxfordshire.gov.uk/cms/content/anti-bullying. A series of toolkits and guidance are available in the policy and guidance section of the web pages. http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance

The Equality Act 2010
This Act 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools and other settings are required to comply with this Equality Duty. Two specific duties for schools aim to assist them to meet the general duty. These are:

- to publish information to show how they are complying with the Equality Duty. This must be updated at least annually.

- To prepare and publish one or more specific and measurable equality objectives at least every four years.

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. Further support for schools please see http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity

**Oxfordshire Definition of a Prejudice-Related Incident**

The Stephen Lawrence Inquiry Report (1999) defines a racist incident as: ‘Any incident which is perceived to be racist by the victim or any other person.’

Oxfordshire’s definition of a prejudice-related incident has therefore been developed from this, in accordance with the Equality Act 2010 and current government guidance as follows:

‘A prejudice-related incident is any incident which is perceived to be so by the target or any other person’

**NB:** Prejudice-related incidents include both direct abuse and derogatory language which may not be directed towards a target e.g. the use of the word “gay” as a way of describing things negatively. Evidence indicates that this use of language impacts negatively on children and young people who are Lesbian, Gay, Bisexual, Transgender or are questioning their sexuality. http://www.stonewall.org.uk/school-report-2017. It includes both prejudice to those with protected characteristics (disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity) under the Equality Act and other prejudice e.g. appearance, weight etc. as this prejudice can also have a significant detrimental impact on children and young people.

**Schools and the Ofsted Inspection Framework**

Safeguarding action may be needed to protect learners from:

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse

Signs of successful safeguarding include:

- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.
- Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

**Exploring the school’s actions to prevent homophobic bullying: Ofsted guidance (pdf format, 165Kb)** has been removed from the current framework but recent information from Ofsted indicates this is still a focus of inspections. It still provides a useful checklist for schools and settings and can be adapted to consider other areas of discrimination.

**Prejudice-Related Incidents (like bullying) can take many forms including:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>Name-calling and ridicule such as racist or homophobic remarks</td>
</tr>
<tr>
<td>Visual</td>
<td>Graffiti, gestures, wearing racist or sexist insignia or showing pictures.</td>
</tr>
<tr>
<td>Incitement</td>
<td>Spreading rumours or encouraging others to participate.</td>
</tr>
<tr>
<td>Cyber</td>
<td>Abusive use of technology such as text messages, facebook or email.</td>
</tr>
<tr>
<td>Segregation</td>
<td>Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group</td>
</tr>
<tr>
<td>Physical</td>
<td>Hitting, pushing, unwanted touching, kicking, threatening with a</td>
</tr>
</tbody>
</table>
**Why do prejudice-related incidents occur?**

These 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 of Irish Heritage and Gypsies/Roma (racism).
- Religion or belief
- Sexual orientation (homophobia or biphobia)
- Sex or gender identity (transphobia)
- Disability or Special Educational Needs.
- Other reasons or perceived difference including appearance, weight etc.

It may be that they are perceived to have a particular characteristic or they or they are associated with someone with that characteristic. For example, children who don’t fit gender stereotypes may experience homophobic incidents and bullying; young carers of disabled adults may be bullied because they are associated with someone with disability. All these types of incident should be treated as prejudice-related incidents and addressed accordingly.

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, homosexual (lesbian or gay). (Equality and Human Rights Commission 2010)

The Oxfordshire Bullying Survey (2017) has indicated that prejudice-related language and bullying are an issue for Oxfordshire and that incidence reflects national trends. The results showed that those young people who are “different” from the majority in terms of race, religion, sexuality or experience of long-term illness/disability are likely to experience increased frequency of bullying and “feeling unsafe”. Prejudice-related name calling was also common, again reflecting national trends and a very high proportion of young people are hearing insults and name calling in relation to ‘being gay’ (30% of all secondary school students hear the word ‘gay’ used as a derogatory term ‘most days’)

Schools therefore need to prioritise taking effective action to address these issues if they are to ensure that young people are to feel safe to learn and can achieve their potential. It is also essential that settings and those working with children and young people in the community are aware of how this will impact on young people in terms of their feelings of safety and general well-being and take action to address prejudice-related incidents and bullying.

Effective management of prejudice-related incidents and prejudice-related bullying involves a combination of prevention and response. A successfully inclusive culture with learning environments that value diversity and foster respect and good relations is likely to reduce the level of prejudice-related incidents and bullying. Having effective systems in place to address incidents and bullying when they occur is likely to mitigate the impact and reduce their likelihood in the future.

Since the Equality Act in 2010 Oxfordshire local authority is no longer collecting racist incident data. Schools and other settings should be vigilant in addressing prejudice related incidents in relation to all groups, including indirect use of language. Oxfordshire
has a recommended recording form for schools to support this process [Form for recording prejudice-related incidents and bullying (doc format, 116KB) which can also be set up on Schools Information Management System (SIMS) or your school's Information Management System [Recording prejudice-related incidents and bullying on SIMS (doc format, 284KB)]. (See also Appendix 1 and Appendix 2 of this document).

There is also a recommended recording form for other settings. (Appendix 3) Alongside an inclusive culture, good recording will ensure that all incidents are picked up and addressed and will also allow monitoring and analysis of patterns to indicate what further preventative measures need to be taken to further develop an inclusive culture.

Schools and establishments that succeed in addressing prejudice-related incidents and bullying will have created a strong ethos of respect and good behaviour amongst children and adults. Everyone will have a clear understanding of how their actions affect others, with staff and older children/young adults setting a good example. Successful schools and settings will make all staff, children and young people and their families aware that prejudice related incidents are unacceptable and will also ensure that everyone concerned knows who to go to if they are affected or concerned about an incident. The most successful schools and settings consult and involve young people in relation to these issues and place a high value on children and young people’s voice.

**Successful schools and other settings:**

- **Challenge** prejudicial behaviour, including setting standards of acceptable behaviour and a culture of trust and respect. Challenge includes explanation and information to help those responsible understand the impact and reflect but may also result in disciplinary action.

- **Support** all those affected by the incident (the target, person responsible, witnesses, participants, bystanders, families, staff and governors) to mitigate the impact and effect a change in behaviour including following up to ensure the incident has been effectively dealt with.

- **Record** what has happened and report to relevant people e.g. Senior Leadership Team and Governing Bodies and refer to the local authority when further support or advice is needed.

- **Monitor** and analyse reports to look for patterns to help direct further preventative measures and **Evaluate** the intervention to learn and improve practice.

**Referring to the local authority**

For serious prejudice-related incidents that are giving cause to concern please contact the Local Authority for further support by e-mailing anti-bullying@oxfordshire.gov.uk

Schools and other settings will find that Oxfordshire’s Checklist for Managing a Bullying Incident (appendix 3) and available at [http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance](http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance) provides a good framework for supporting this process. Oxfordshire also provide an on-line bullying survey with individual, confidential results for participating schools. This survey enables schools to identify whether and how prejudicial language and bullying is an issue in their school and can highlight areas where action needs to be taken. This survey is currently under review. Please contact anti-bullying@oxfordshire.gov.uk for further information.

Schools and other settings may also wish to consider when it is appropriate to report serious incidents to the police as highlighted in the current Department for Education bullying guidance.
The Ofsted report “No Place for Bullying” highlighted that training for staff did not always focus on the different types of bullying that could occur and indicated in relation to prejudice-related language that staff did not always feel confident to challenge this or have the strategies to do so. Schools and other settings may therefore want to consider the importance of guidance and specific training for staff in addressing and managing prejudice-related incidents. Further support and guidance in this area is available from the Anti-Bullying Co-ordinator.

Key Guidance, Resources and Links

**National**
Current Department for Education guidance on Bullying  


Ofsted guidance document (2013) Exploring the school’s actions to prevent homophobic bullying: Ofsted guidance (pdf format, 165Kb)

Stonewall’s Education site including resources for challenging homophobic language and promoting diversity. The tackling homophobic language guide includes a useful flowchart to support adults in addressing this. There is also a range of helpful resources for preventing and responding to homophobic, biphobic and transphobic bullying in schools http://www.stonewall.org.uk/our-work/education-resources


**Oxfordshire specific**
http://schools.oxfordshire.gov.uk/cms/content/anti-bullying Anti-Bullying web pages that provide further resources in relation to bullying generally and different areas of prejudice related bullying including homophobic, biphobic and transphobic bullying and Special Needs and Disability bullying

Equality and Diversity Achievement Service 01865 810545  
http://schools.oxfordshire.gov.uk/cms/content/equality-diversity-and-achievement-service-udas

Equality and Diversity Information for schools  
http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity
Appendix 1

Recording prejudice-related incidents and bullying

- Collect details, either to keep on this form, or else to enter into your IMS.

- To enter details into SIMS .net, go to Focus > Behaviour Management > Maintain Behaviour Incidents > New

- Choose Prejudice-related incident or Bullying from the ‘top level’ type, then if appropriate, choose one Type Of Bullying as motivation.

- Choose one or more appropriate Additional Types.

- NB Record sufficient detail to identify exact nature of prejudice or type of bullying in Comments

<table>
<thead>
<tr>
<th>Reason for prejudice-related incident / bullying</th>
<th>Additional Type:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young carers, looked after children</td>
<td>Assault</td>
</tr>
<tr>
<td>Appearance or health condition</td>
<td>Verbal abuse (pupil / teacher)</td>
</tr>
<tr>
<td>Race Religion or Culture</td>
<td>Threatened</td>
</tr>
<tr>
<td>SEN or Disability</td>
<td>Theft / taking property</td>
</tr>
<tr>
<td>Sexist or Sexual</td>
<td>Cyberbullying</td>
</tr>
<tr>
<td>Transphobia</td>
<td>Emotional bullying</td>
</tr>
<tr>
<td>Sexual Orientation (homo/biphobia)</td>
<td>Excluding</td>
</tr>
<tr>
<td>Other (record in Comments, below)</td>
<td>Written derogatory comments, incl. graffiti</td>
</tr>
<tr>
<td>Alleged</td>
<td>Other (record in Comments, below)</td>
</tr>
</tbody>
</table>

The categories above put some equality groups together e.g. Race, Religion or Culture, so please use the Comments box to explain which.

Activity: (lesson where bullying took place, if relevant)  
Locality
- Bus
- Classroom
- Corridor
- Dining Hall
- Playground
- To, or from, school
- Toilets
- Outside school premises
- Other (record in Comments)

Date of Incident:

Time:

Comments
Staff recording the incident…

Name: Role:  

Staff involved: Role: (Target / Aggressor / Witness)

Pupils involved:  
Name: Role: (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Have you had contact with the target’s parent / carer? □ Yes □ No

If Yes, by phone / letter? Date of contact: .................................................................

Have you had contact with the aggressor’s parent / carer? □ Yes □ No

If Yes, by phone / letter? Date of contact: .................................................................

Are any other agencies involved? □ Yes □ No

If Yes, which agencies?

Does the incident require a multi-agency response? □ Yes □ No

If Yes, or other agencies already involved, and incident was prejudice-motivated, consult local authority as to whether Hate Crime report appropriate.

Signed.................................................................................................................

Name .....................................................................................................................

Details of any subsequent actions or follow-up  
(record in Comments)
Appendix 2

Using SIMS .net to Record Bullying and Prejudice-Based Incidents

Section 1 – Overview

The purpose of this document is to assist schools in using SIMS .net to record bullying and prejudice-based incidents. This will enable the effective monitoring of bullying and incidents and support schools to meet the requirements under the Equality Act and the Ofsted Inspection Schedule.

Recording of bullying and incidents will take place in the behaviour management section of SIMS. The system will need to be set up in order to record bullying and prejudice based incidents. See Section 2, ‘For the SIMS Manager’ and see guidance on definitions of bullying and prejudice based incidents.

See the paragraphs that relate to these sections, below…

1.1 Type

Choose from:

- PREJUDICE-BASED INCIDENT
- BULLYING

You will then be able to record the main focus of the bullying or incident. Your SIMS manager will need to set this up – see section 2.

1.2 Type of Bullying*

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability/SEN/Medical Condition</td>
<td>Religion/Belief</td>
</tr>
<tr>
<td>Gender identity</td>
<td>Sex</td>
</tr>
<tr>
<td>Home circumstances</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

* This is the subset of types offered when either PREJUDICE-BASED INCIDENT or BULLYING is selected in 1.1 - it is essential that a ‘main focus’ type is selected. You can then record the behaviour that occurred in the next stage.

1.3 Other Types

- PREJUDICE-BASED INCIDENT (should be chosen as the first step (box 1.1))
- BULLYING to ‘open up’ the Type of Bullying codes
- Physical – against staff
- Verbal Abuse – adult
- Verbal Abuse – pupil
- Damage to property
- Cyberbullying
- Social/Indirect
Sexual abuse
Possession/distribution of offensive materials
Defiance
Disruptive behaviour
Fighting
Homework
Illicit substances
Inadequate Work in Class
Insolence

Not equipped for lessons
Persistent lateness to school
Persistent lateness to lessons
Persistent homework failure
Smoking
Theft
Truancy
Uniform/jewellery etc
Disruption
Missed detention

The highlighted behaviours are those which are used in bullying or prejudice-based incidents. The other behaviours do not relate to bullying or prejudiced behaviours.

1.4 Location
This list can be amended to reflect the list on the Bullying and Prejudice based incident report form, if required. The list can be left as supplied or made specific to your school.

1.5 Comments
There is space to record what action you have taken and a free text ‘comments’ box to include any other relevant information or longer term responses. The comments box may be used when there is more than one type of prejudice expressed in the bullying or incident or when a range of behaviours have been used.
Section 2 – For the SIMS System Manager

The following section provides guidance on how to make sure your school’s SIMS .net is set up with the recommended set of behaviour codes.

It is necessary to ensure that the types of behaviour you want to record are setup within SIMS. To do this, go to Tools > Setups > Behaviour Management > Behaviour Type.

The following screen (or similar) will be displayed:

![Behaviour Management Screen]

It is now necessary to add the types of behaviour you want to record. Each type must have a code and a description.

The full recommended code set is detailed in section 1.3 (page 2).

How to Add a New Behaviour Type

Click on NEW to display the following screen:

![Add/Edit Behaviour Type]

Next to Code, add letters that describe the behaviour you want to record. For example to create a behaviour type for PREJUDICE-BASED INCIDENT (see over)

- **Code** PRJ
- **Description** PREJUDICE-BASED INCIDENT *
- **Active** Make sure this is ticked or you will not be able to use it.
- **Include in register** Tick this if you want your class teachers to be able to record the behavioural incident when they take the register or lesson monitor.
- **Bullying type** Tick this to then be able to insert ‘motivation’ (bullying type) when recording the incident.
- **Points** You can opt to increase the number of points awarded to any type of incident. If you are targeting a specific type, you can increase the points tally for this type of event.
Note: We recommend that you enter the Description in uppercase to identify it clearly for users.

Repeat the New Code process for the following behaviour type:

<table>
<thead>
<tr>
<th>Behaviour Type</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BULLYING</td>
<td>BULL</td>
<td>Repetitive, intentional hurting of an individual by another</td>
</tr>
</tbody>
</table>

You can continue to add other codes shown in the recommended list on page 2. However, ensure that you do not tick the Bullying Type for these others.

You can ‘deactivate’ existing codes from the list that is displayed when adding a new incident. We recommend that you do this for the ‘BHCC – R1/B1’ etc codes (issued in the Racist and Religiously Motivated Incident (RRMI) SIMS reporting guidance), with immediate effect.

NB. You cannot delete codes that have previously been used in the system.

**Creating a List of Types of Bullying**

Now that you have updated the list of Behaviour Types, you need to amend which codes are displayed under ‘Type of Bullying’ (this relates to prejudice-based incidents as well as bullying). These fields can be found via Tools > Lookups >Maintain >Type of Bullying.

The suggested codes and descriptions are as follows and guidance on how to create a new code can be found on page 3.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B_SEX</td>
<td>Sex</td>
</tr>
<tr>
<td>B_SEN</td>
<td>Disability/SEN/Medical Condition</td>
</tr>
<tr>
<td>B_RRC</td>
<td>Race/ethnicity</td>
</tr>
<tr>
<td>B_RBL</td>
<td>Religion/belief</td>
</tr>
<tr>
<td>B_SEXO</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>APP</td>
<td>Appearance</td>
</tr>
<tr>
<td>GEN</td>
<td>Gender Identity</td>
</tr>
<tr>
<td>HOME</td>
<td>Home Circumstances</td>
</tr>
<tr>
<td>B_OTH</td>
<td>Other</td>
</tr>
</tbody>
</table>

To replicate this list, it will be necessary to amend the description of some existing codes e.g. B_OTH will change from ‘Bullying – Other’ to just ‘Other’, as well as adding some new ones.

**To Deactivate Codes**

Double-click on the code that you wish to ‘hide’ to be presented with the following screen:

Deselect the tick in the Active box

NB. Codes that have *never* been used can be deleted by highlighting and clicking Delete.
**Behaviour Role Types**

A number of ‘role types’ are available for assignment to pupils/students when recording a behaviour incident. We would recommend that you change/hide some of these so that the list reflects the list below:

<table>
<thead>
<tr>
<th>Current Description</th>
<th>Changes required (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>No change required</td>
</tr>
<tr>
<td>Target</td>
<td>No change required</td>
</tr>
<tr>
<td>Aggressor</td>
<td>Change description to ‘Perpetrator’</td>
</tr>
<tr>
<td>Witness</td>
<td>Deactivate</td>
</tr>
<tr>
<td>Bystander</td>
<td>No change required</td>
</tr>
</tbody>
</table>

These changes can be made by going to: **Tools > Setups > Behaviour Role Types**

You can edit the description e.g. from Aggressor to Perpetrator

You can remove the tick from **Active** to deactivate/hide
Reporting in SIMS .net

There are a number of predefined reports available in SIMS .net that focus on behaviour. These can be found via Reports | Run Report in the following Focus folders:

- Student
- Behaviour Incidents
- Achievements/Behaviour Incidents
- Student Behaviour Review

Examples of all of these reports can be found in the report catalogue that is accessed via the Documentation button on the home page in SIMS .net.

It is advisable to explore the various reports available to see what information you can access. For example, some reports open up as a pivot table in Excel and can easily be converted into charts (see the example below).

SIMS Discover also opens up new ways for you to explore behaviour data and the charts in this area will be added to in future upgrades to SIMS

(With acknowledgements to Brighton and Hove Council)
### Checklist for Managing a Bullying Incident

**NB: Follow the interview guidelines for all parties – see page 2**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Young person tells you he/she is being bullied or incident is observed</td>
</tr>
<tr>
<td>2.</td>
<td>Report to a responsible member of staff</td>
</tr>
<tr>
<td>3.</td>
<td>Record incident following Oxon guidelines</td>
</tr>
<tr>
<td>4.</td>
<td>Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.</td>
</tr>
<tr>
<td>5.</td>
<td>Listen to other young people who may have observed the incident. Follow interview guidelines and record.</td>
</tr>
<tr>
<td>6.</td>
<td>Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.</td>
</tr>
<tr>
<td>7.</td>
<td>If there is evidence or admission of bullying, issue appropriate sanctions following Anti-Bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.</td>
</tr>
<tr>
<td>8.</td>
<td>Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.</td>
</tr>
<tr>
<td>9.</td>
<td>If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.</td>
</tr>
<tr>
<td>10.</td>
<td>Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.</td>
</tr>
<tr>
<td>11.</td>
<td>Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.</td>
</tr>
<tr>
<td>12.</td>
<td>Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.</td>
</tr>
<tr>
<td>13.</td>
<td>Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.</td>
</tr>
<tr>
<td>14.</td>
<td>Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.</td>
</tr>
<tr>
<td>15.</td>
<td>Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc. If concerns are serious, visit the OSCB website to consider whether referral for further child and family support might be appropriate.</td>
</tr>
<tr>
<td>16.</td>
<td>Monitor the situation and review with all parties to ensure the bullying has stopped.</td>
</tr>
<tr>
<td>17.</td>
<td>Review how successful your approach has been. What additional preventative measures need to be in place?</td>
</tr>
</tbody>
</table>
Oxfordshire has a recommended Form for recording prejudice-related incidents and bullying (doc format, 116KB) that can be accessed online. This can also be set up on your Schools Information Management system. recording prejudice related incidents and bullying on SIMS

Guidelines for interview with all parties

- Consider using a restorative approach to respond to the incident if staff have received appropriate training. For further information about effectiveness of restorative approaches please see Full report – the use and effectiveness of anti-bullying strategies in schools (.pdf format, 2Mb).
- Allocate sufficient time to listen
- Take the incident seriously and reassure them
- Take steps to make sure they feel safe.(particularly target and young people who may have observed the incident)
- Offer confidentiality (with usual child protection exceptions)
- Listen to the details of what happened and record.
- Consult the target about how the incident should be dealt with as far as is appropriate. NB informed choice is an essential part of any restorative input involving the young person responsible.
- Consult the young person responsible about how they might make amends. NB Informed choice is an essential part of any restorative work.
- Inform and consult parents/carers of both parties about management of the incident including offer of appropriate support. Ensure that you label the behaviour not the child.
- Keep everyone informed of the outcomes of action and discussions

Importance of monitoring and review

- How effective was the response?
- Has the bullying stopped?
- Does the target feel safe?
- Did the behaviour of the child doing the bullying change?
- What was learnt?
- Are current systems for responding effective?
- Do additional preventative measures need to be in place?