



## **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:**

<b>Verbal</b>	Name-calling and ridicule such as racist or homophobic remarks
<b>Visual</b>	Graffiti, gestures, wearing racist or sexist insignia or showing pictures.
<b>Incitement</b>	Spreading rumours or encouraging others to participate.
<b>Cyber</b>	Abusive use of technology such as text messages, facebook or email.
<b>Segregation</b>	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group
<b>Physical</b>	Hitting, pushing, unwanted touching, kicking, threatening with a

	weapon.
<b>Property</b>	Theft or damage to personal property; extortion.

### 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 schools 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](mailto: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> 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](mailto: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

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

European Human Rights Commission Research “Prevention and Response to Identity Based Bullying among local authorities in England, Scotland and Wales” (2010)

[http://www.equalityhumanrights.com/uploaded\\_files/research/64\\_identity\\_based\\_bullying.pdf](http://www.equalityhumanrights.com/uploaded_files/research/64_identity_based_bullying.pdf)

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>

<http://www.stonewall.org.uk/school-report-2017> Stonewall’s school report - experiences of LGBT young people in schools.

### **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-edas>

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**

#### Reason for prejudice-related incident / bullying **Additional Type:**

(delete as appropriate)

Young carers, looked after children	<input type="checkbox"/>	Assault	<input type="checkbox"/>
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disability	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual	<input type="checkbox"/>	Cyberbullying	<input type="checkbox"/>
Transphobia	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
Sexual Orientation (homo/biphobia)	<input type="checkbox"/>	Excluding	<input type="checkbox"/>
Other (record in <b>Comments</b> , below)	<input type="checkbox"/>	Written derogatory comments, incl. graffiti	<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Other (record in <b>Comments</b> , below)	<input type="checkbox"/>

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**

**Date of Incident:**

**Time:**

- Bus
- Classroom
- Corridor
- Dining Hall
- Playground
- To, or from, school
- Toilets
- Outside school premises
- Other (record in Comments)

**Comments**

**Recorded on:**

**Status:**

Resolved

Unresolved

Further intervention needed

**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)

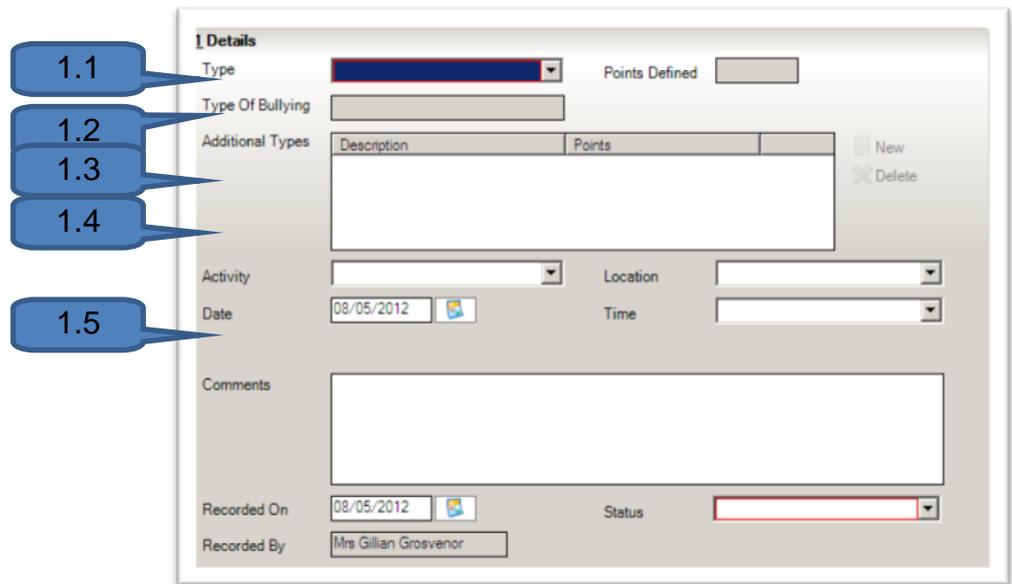
**Using SIMS .net to Record Bullying and Prejudice-Based Incidents**

**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\***

- |                                  |                    |
|----------------------------------|--------------------|
| Appearance                       | Race/Ethnicity     |
| Disability/SEN/Medical Condition | Religion/Belief    |
| Gender identity                  | Sex                |
| Home circumstances               | Sexual Orientation |
| Other                            |                    |

\* 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<br>(should be chosen as the first step<br>(box 1.1) | Physical – against pupil/student |
| BULLYING to ‘open up’ the Type of<br>Bullying codes                          | Verbal Abuse – adult             |
| Physical – against staff   | 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.

**1 Details**

Type: PREJUDICE-BASED INCIDENT Points Defined: 1

Type Of Bullying: Face/ethnicity

Description	Points
Verbal Abuse - Pupil	1

Activity: Information & Communications Technology Location: Classroom

Date: 10/07/2012 Time: Morning Lessons

Comments: Joe Agathocleus and Ben Abbott were repeatedly calling Tyler Patrick a 'pikey' during ICT this morning.

Recorded On: 11/07/2012 Status: Resolved

Recorded By: Mrs Gillian Grosvenor

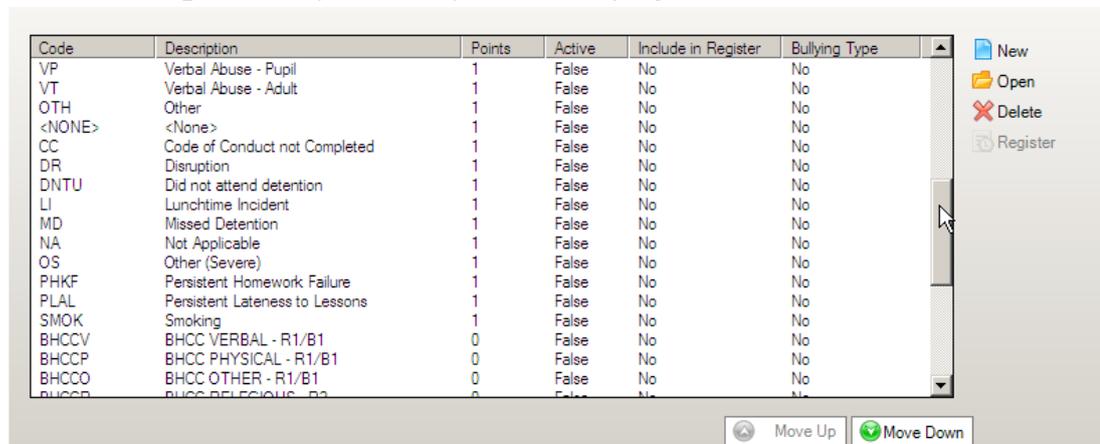
## Section 2 – For the SIMS System Manager

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:



Code	Description	Points	Active	Include in Register	Bullying Type
VP	Verbal Abuse - Pupil	1	False	No	No
VT	Verbal Abuse - Adult	1	False	No	No
OTH	Other	1	False	No	No
<NONE>	<None>	1	False	No	No
CC	Code of Conduct not Completed	1	False	No	No
DR	Disruption	1	False	No	No
DNTU	Did not attend detention	1	False	No	No
LI	Lunchtime Incident	1	False	No	No
MD	Missed Detention	1	False	No	No
NA	Not Applicable	1	False	No	No
OS	Other (Severe)	1	False	No	No
PHKF	Persistent Homework Failure	1	False	No	No
PLAL	Persistent Lateness to Lessons	1	False	No	No
SMOK	Smoking	1	False	No	No
BHCCV	BHCC VERBAL - R1/B1	0	False	No	No
BHCCP	BHCC PHYSICAL - R1/B1	0	False	No	No
BHCCO	BHCC OTHER - R1/B1	0	False	No	No
BHCCB	BHCC BULLYING - R1/B1	0	False	No	No

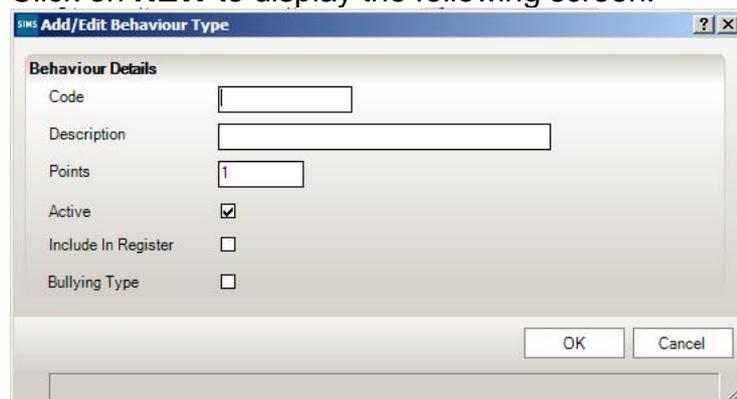
Buttons: New, Open, Delete, Register, Move Up, Move Down

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:



**SIMS Add/Edit Behaviour Type**

**Behaviour Details**

Code:

Description:

Points:

Active:

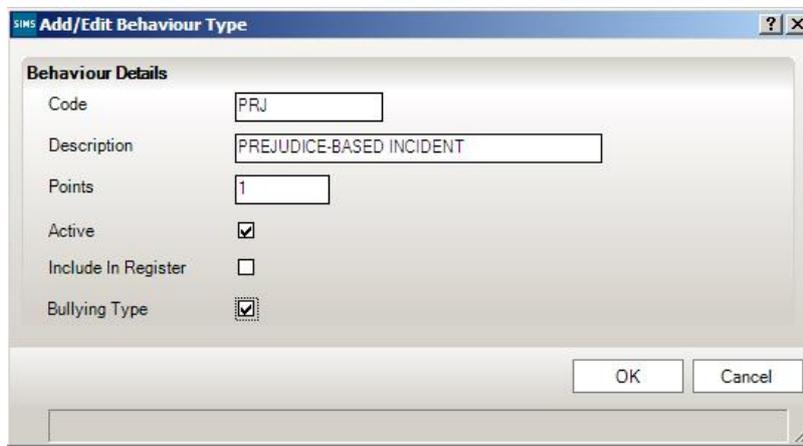
Include In Register:

Bullying Type:

OK Cancel

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:

Behaviour Type	Code	Description
BULLYING	BULL	Repetitive, intentional hurting of an individual by another

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**.

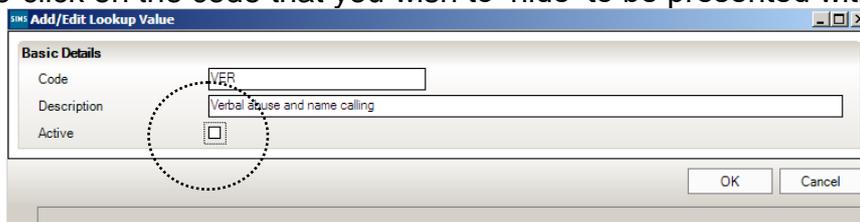
The suggested codes and descriptions are as follows and guidance on how to create a new code can be found on page 3.

Code	Description
B_SEX	Sex
B_SEN	Disability/SEN/Medical Condition
B_RRC	Race/ethnicity
B_RBL	Religion/belief
B_SEXO	Sexual Orientation
APP	Appearance
GEN	Gender Identity
HOME	Home Circumstances
B_OTH	Other

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.

Code	Description	Active
B_CARE	Bullying-Young carers, looked after ch...	Active
VER	Verbal abuse and name calling	Active
B_INT	Bullying-Intimidation	Active
B_OTH	Bullying-Other	Active
B_RRC	Bullying-Race, Religion or Culture	Active

## 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:

Current Description	Changes required (if any)
Participant	No change required
Target	No change required
Aggressor	Change description to ' <b>Perpetrator</b> '
Witness	Deactivate
Bystander	No change required

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

SIMS Add/Edit Behaviour Role Type

**Behaviour Details**

Code: AG

Description: Aggressor

Active:

Include In Discover:

OK Cancel

You can remove the tick from **Active** to deactivate/hide

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

## Reporting in SIMS .net

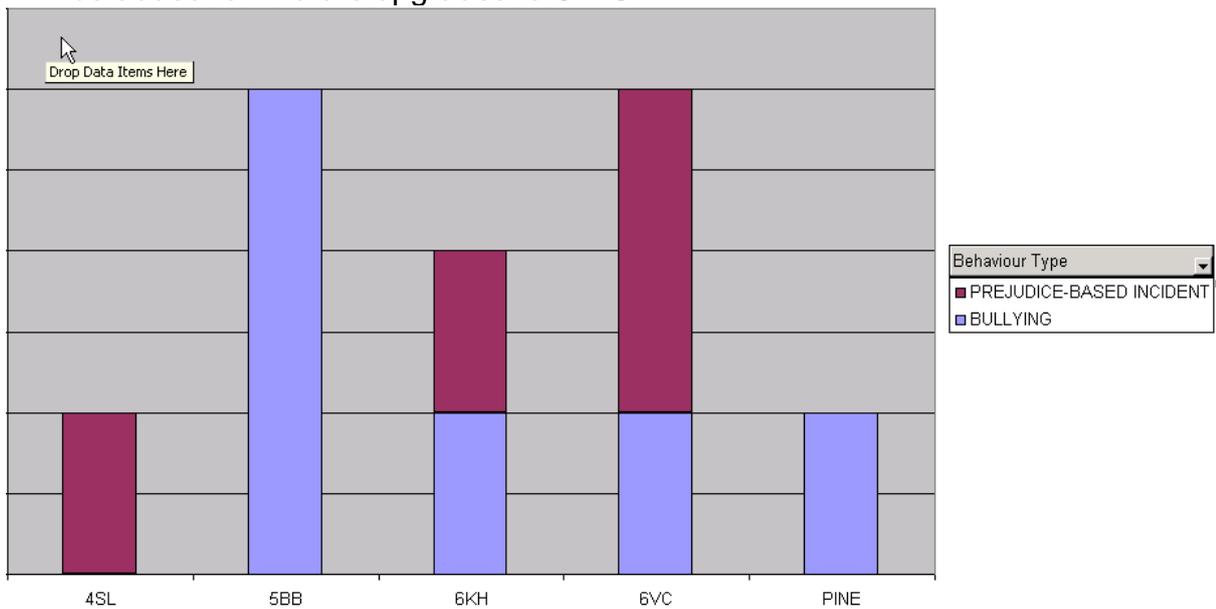
There are a number of predefined reports available in SIMS .net that focus on behaviour. These can be found via Reports | Run Report in the following Focus folders:

- 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



.net.

(With acknowledgements to Brighton and Hove Council)



## Checklist for Managing a Bullying Incident

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

	✓
1. Young person tells you he/she is being bullied or incident is observed	
2. Report to a responsible member of staff	
3. Record incident following Oxon guidelines	
4. Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidelines and record.	
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.	
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.	
7. 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.	
8. Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
9. 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	
10. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support	
11. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support	
12. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
13. 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.	
14. 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	
15. 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	
16. Monitor the situation and review with all parties to ensure the bullying has stopped.	
17. Review how successful your approach has been. What additional preventative measures need to be in place?	

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?
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