



*Rooted in the community – growing for the future*

## **Behaviour and Anti Bullying Policy**

Written November 2014. Updated February 2018.  
Updated November 2020 and October 2023.

Adopted at TLPSC committee of Governing Body on  
17<sup>th</sup> October 2023, as recorded in minutes and  
signed by the Chair of Governors, Antonia Nicholls:

.....A.Nicholls.....

This policy is due for review by 10/2026

All our policies should be read in conjunction with  
our Shire Oak Values and the principles and  
practices detailed in our Single Equality Scheme.



***Rooted in the community – growing for the future***

**What are our values?**

Children at Shire Oak enjoy creative teaching and high quality learning.

All our children are encouraged to fulfil their potential in a happy, safe and nurturing environment.

We express our Christian values in a sensitive way while, at the same time, welcoming families of different faiths and beliefs.

Children at Shire Oak recognise their responsibilities towards each other, the local community and the wider world.

**How do we live our values?**

**Teaching and learning**

Our aim is for all children to make the best possible progress through high quality teaching and learning.

We ensure children develop the key skills they will need for later life.

We provide all children with a broad and balanced education that meets their particular needs.

Children and staff are encouraged to be creative in all areas of learning.

The school works closely with parents/carers; we recognise that children are more likely to fulfil their potential when we work together.

**A happy, safe and nurturing environment**

Staff and pupils show mutual respect for each other.

We enjoy a stimulating and purposeful atmosphere in school.

Our school is a happy place; children know that their concerns will be dealt with promptly and effectively.

Children learn to be good friends, to care for each other and work cooperatively.

School provides a safe and secure environment in which children learn to deal with risk appropriately.

**Social responsibility and behaviour**

We expect high standards of behaviour from all members of the school community.

Children develop an understanding of right and wrong.

Children are supported to play an active part in the life of the school.

Children develop the knowledge and skills to make positive life choices.

Through sharing and celebrating different faiths, children develop an awareness of the role of spirituality in everyday life.

**The school and the community**

Children are encouraged to play an active part in the local community and develop an understanding of their role as global citizens.

The school works closely with partners from our local community to provide a wide range of learning experiences.

We actively promote environmental sustainability in all aspects of school life.

## Our School Principles and Rules

At Shire Oak Primary School we have three school **principles** that underpin the way we teach children to behave in our school and community. They are:

**Be Kind.**  
**Be Safe.**  
**Be Your Best.**

The three **rules** we use consistently across school are:

**Follow instructions.**  
**Keep hands, feet and objects to yourself.**  
**Use positive language.**

We believe it is important to *teach* children to behave in a positive way as well as to expect positive behaviour. This will be easier for some children than others and we give extra support when it is needed. We teach children that their behaviour (positive and negative) is a result of their choices and that we can all improve the choices that we make. These choices can help us to enjoy good learning and good relationships and we try to help children find intrinsic motivation to make positive choices and to recognise how that makes them feel. We teach about behaviour in the context of relationships, and as well as teaching children how to behave we teach them how to sort things out when they have made poor choices. We explicitly teach children how to apologise and when sorting out incidents we help all parties to put things right. We teach children how to ask for forgiveness and how to forgive others.

All children need to see the adults they respect modelling the behaviour we want them to develop and so all staff, visitors and governors are expected to act in accordance with our principles and rules at all times.

### General Principles of how we model, teach and promote our high expectations for positive behaviour and respect

<b>Do</b>	<b>Don't</b>
<ul style="list-style-type: none"><li>• Be positive</li><li>• Keep calm</li><li>• Be consistent and fair</li><li>• Show children you are listening to them</li><li>• Make clear your expectations</li><li>• Explain rewards and consequences (sanctions)</li><li>• Provide opportunities for children to make things right</li><li>• Lead by example</li><li>• Invest time and effort into building good relationships with children</li><li>• Inform relevant colleagues</li></ul>	<ul style="list-style-type: none"><li>• Humiliate</li><li>• Overreact</li><li>• Punish all for the behaviour of one</li><li>• Break your own rules (e.g. chatting in assembly)</li><li>• Express pleasure in giving out consequences for poor behaviour (if any emotion is displayed, it should be mild regret)</li></ul>

We believe in positive reinforcement of good behaviour through thanks, praise and natural consequences, as well as rewarding children with specific school and class rewards, including house team points. Each child is designated to a house team (lions, leopards, rhinos, elephants, giraffes) when they join the school. Children can earn a house team point for good behaviour or learning behaviour, effort or an act of kindness. House Team points are recorded on a sheet in the classroom, these are totalled each week and announced in the Superstars (celebration) Assembly. Many classes also have their own specific reward system. Children are allocated reward time or a prearranged treat (not sweets) when they have earned it.

We aim for as much consistency as possible in the way we manage behaviour in school. We have an agreed signal to stop children. Standing tall, hands out in a positive stance, "<Name of group> STOP. Put your eyes on me (or the board). Thank you." We expect children to walk in corridors and we have agreed definitions of silent, partner, group and hall voices. We **all** take responsibility for the children in school. We praise children moving quietly round school, celebrate good learning that we notice and we also address any issues that we see.

### Promoting and Developing Positive Behaviour In classrooms

#### All adults will:

- Make clear their expectations and any class rules with the children and display these in the classroom.
- Reward children who behave well by smiling, thanking and praising them and giving out house team points or other rewards such as points for the class reward target, stickers or Superstar certificates.
- Challenge unacceptable behaviour explaining what the consequences might be if their behaviour does not improve and giving a chance to redeem themselves. This is done through our school wide agreed consequences (warnings) system.
- Carry out natural consequences such as; being the last out to play, making up wasted time at the beginning of break time, going to work in another lesson, having less choice about how they learn.
- Record ongoing issues in the class behaviour file
- Record serious incidents on an Incident Record sheet and pass onto the Headteacher or Deputy Headteacher.

### Behaviour in assemblies

#### All adults will:

- Model the behaviour we expect from the pupils
- Ensure that children have a settled start to assembly and wait at least until the person leading the assembly is ready.
- Ensure there is a suitable number of staff to supervise children, with a larger ratio for children who require support and at the beginning of the year.
- Quietly and using non-verbal gestures where appropriate remind children to sit smartly and respectfully engage, enabling the person leading the assembly to continue uninterrupted.
- Support and train the Y6 role models in how to facilitate good behaviour
- Keep children behind at the end of assemblies to practise good sitting and listening skills if needed.

### Behaviour in and around school

#### All adults will:

- Think carefully about where adults are positioned to make sure a line of children is quiet.
- Encourage children to walk in the corridors quietly (nothing louder than a partner voice) and hold doors open for one another.
- Challenge children who are running or being noisy in corridors, asking them to go back and walk again if necessary.
- Challenge children who are in the corridors during lesson time to find out what they are doing and if they need help.
- Treat poor behaviour outside school, particularly bullying, in the same way as issues that occur inside school.

## Behaviour at break times

### All adults will:

- Carry out playground duties as outlined on the playground rota, ensuring that they are on the playground promptly.
- Position themselves carefully in the playground so that children are appropriately supervised
- Ensure that cover is arranged if an adult is going to miss their playground duty for any reason.
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the three school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour. (See playtime and lunchtime consequences)
- Help children to resolve conflicts.

## Behaviour in the lunch hour

### All adults will:

- Encourage children to be calm and quiet (nothing louder than a group voice) in the lunch hall
- Plan lunchtime routines to avoid large numbers of children waiting in the lunch hall
- Organise games and activities to engage children during the lunch hour
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour.
- Report serious incidents to the Lead Lunchtime supervisor
- Give out rewards (e.g. team points) in a fair and consistent manner to reward children for good behaviour choices

## Children's role

We teach children how to behave well and encourage and praise them when they do this. We teach children the difference between poor behaviour and bullying and how to tell if they are worried about the way that someone is behaving. All children are encouraged to use a 'strong voice' to get help if they or anyone else needs help.

To support good behaviour at school children may take on the following roles:

**Peer mediators** – trained by The Learning Mentor, these children help mediate disagreements between children and facilitate the playing of games (*this has been paused but House Team Captains are learning to lead games, etc.*)

**Y6 Assembly Role Models** – these children sit on benches around the outside of the hall and quietly encourage and remind children about good behaviour.

**Y6 Reception buddies** – these children are paired up with a Reception child during the Autumn Term. They support children in the dining hall and help them to make friends and play games in the playground.

## Consequences for breaking school rules

### Classroom and lesson time:

We have a consistent whole school system for responding to negative behaviour (with slight modifications for Reception Class) that apply throughout the morning and afternoon. If instructions are not followed first time there is a warning. This is recorded in the purple flip file in each class and has a reminder of the steps on it. In circumstances of more serious incidents, such as fighting or deliberate hurting, swearing, racism, sexism or homophobia, Ms Devane or Ms Maver will deal with this and report to parents if necessary. (We call this a 'Straight to 5' incident as it jumps the other warnings.)

There is a clean slate for each child every morning and after lunchtime every day. Our consequences are these warnings:

1. Recorded warning
2. Be moved away from the group
3. 2 minutes away from the class
4. 10 minutes away from the class, plus a reflection time
5. Ms Devane and parents will be told, plus the consequences they give.

Some choices will mean more than one warning. Fighting, deliberate hurting, deliberate swearing, racism, sexism or homophobia go straight to 5.

### **Outdoor free time (lunchtime and playtime):**

Lunchtime and playtimes have a similar, modified system with these consequences:

Verbal warning – a reminder to play in the appropriate way

A reminder to move away from the group or equipment

A 2 minute time out, in a central place, usually at the shed, with a timer

Go to Miss Turner for a consequence at lunchtime or stay with an adult on duty if at playtime.

Straight to 5 - any deliberate fighting, deliberate hurting, swearing, racism, sexism or homophobia will be sent to Ms Devane (or Mrs Maver). Parents will be contacted.

### **Exclusion**

At Shire Oak we aim to be an inclusive school and we would rarely, if ever, exclude a child permanently or temporarily. If it is to be considered for a very serious issue, then we would work with the Area Inclusion Partnership and in full accord with DfE guidelines and statutes.

### **Recording serious or ongoing issues**

Teachers will record behaviour incidents in their class behaviour files. These files will be checked at least fortnightly by the Deputy Headteacher or The Learning Mentor and any ongoing issues followed up. (This may be extra support, nurture, conversations with parents, extra monitoring or referral to Child Protection designated staff.)

Any physically violent, racist, sexist or homophobic incidents will be recorded on the 'Straight to 5' monitoring sheet. Extra detail may be recorded on the reverse of the sheet. Hate incidents are reported (anonymised) to the local authority and the governing body.

For serious incidents that need more analysis, or where bullying is suspected an 'Incident Record sheet' will be filled out (see appendix 3) which will be reviewed by the Headteacher or Deputy Headteacher and kept on record.

### **Working with parents**

If children are demonstrating behaviour that is not consistent with our aims and values or they are finding it difficult to remember the school rules, it is important that parents know at the earliest opportunity.

Staff may:

- Phone home to speak to parents or carers
- Catch the parents or carers for an informal chat at the end of the day
- Arrange a meeting with the Learning Mentor, Headteacher or Deputy Headteacher
- Create a behaviour chart to be used at school and/or home
- Make a referral to an external agency for help and support (this will be discussed with parents beforehand)

We will follow up issues reported by parents and let them know the outcomes wherever appropriate.

## Preventing and dealing with bullying

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a secure atmosphere. We spend time teaching children clearly what bullying is and that any kind of bullying is unacceptable at our school. If bullying does occur, all pupils know how to tell and know that incidents will be dealt with promptly and effectively.

### Why is it Important to Respond to Bullying?

- Bullying hurts and can have long lasting effects.
- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Both the victim and the perpetrator need support and guidance.
- To encourage and develop the role of the bystander in reporting bullying behaviour.

### What Is Bullying?

Bullying is the use of sustained aggression or intimidation with the intention of hurting either physically or emotionally another person. Bullying can be direct or indirect and results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities
- Written Graffiti or through letter or written articles
- Indirect Threatening a victim into social isolation through a wide variety of techniques, including spreading gossip, refusing to socialise with the victim, bullying other people who wish to socialise with the victim, and criticizing the victim's manner of dress and other socially-significant markers (including the victim's race, religion, disability, sex, or sexual preference, etc.).

There can be different dimensions to bullying

- Racist : Racial taunts, graffiti, gestures. Any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin.
- Sexual: Unwanted physical contact or sexually abusive comments or suggestions. The recipient of this abuse can be male or female.
- Homophobic: Because of, or focussing on the issue of sexuality. Any hostile or offensive action against people who are lesbian, gay, bisexual or transgender or those perceived to be lesbian, gay, bisexual or transgender.

### Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. All staff should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school



- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone

**It is important to note:**

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

**Procedures at Shire Oak C of E Primary School**

1. Children are taught the difference between bullying and poor behaviour. This is done explicitly each year in Anti Bullying Week and throughout the year in PSHCE and how we talk about positive behaviour.
2. Children, staff and governors are encouraged to sign the Anti Bullying Charter which states: We know what bullying is. We know what bullying is not. We know what to do about bullying – tell!
3. Children are encouraged to report all incidents of bullying or perceived incidents of bullying to any adult in school they trust.

However the most effective way of doing this is as follows;

- Child tells a trained peer mediator if they feel someone is being unkind or unfair.
- If necessary the child or peer mediator tells an adult.
- If the child is still worried, they write a worry in the worry box which is followed up the same day by The Learning Mentor.
- If the child is still worried or unhappy they speak to their class teacher, the Deputy Headteacher or the Headteacher.

All reports are taken seriously by adults in school and referred to a more senior member of staff whenever necessary. Leaders should deal with the incident through mediation and monitoring of the outcome.

4. In cases of bullying, an 'Incident Record Sheet' is completed, indicating what has happened, how this has been addressed and any follow up actions.
5. Children who are vulnerable either as victims or bullies are added to a list of pupils that the lunchtime supervisors know to monitor carefully.
6. In some instances victims or bullies may be referred to the Learning Mentor who can set up support sessions, one to one talking sessions or other provision.

**Racist or Homophobic comments or other hate incidents**

Comments of this nature as part of a sustained bullying incident or one off comments are reported directly to the Head Teacher via the Harassment Reporting Form (see appendix 8) and are reported to the Local Authority/ Stop Hate UK (see appendix 9)

**Prevention**

We will use PSHCE lessons, Assemblies, Outside Speakers, Visiting productions and drama groups, Anti Bullying Campaigns and The National Anti-Bullying week to help us prevent Bullying in our school. In addition:

- We have agreed school principles and rules. Classes may have their own additional rules or code of conduct, where appropriate
- Pupils and parents sign the home school agreement
- Reading stories about bullying or having them read to a class or assembly
- Using Internet materials to support understanding of the issue.
- Using role play to explore attitudes and strategies to deal with bullying especially linked to the SEAL materials
- Having regular discussions about bullying and why it is important to deal with it.

### **Bullying outside school**

Where bullying occurs outside school, we encourage children and their parents/carers to bring it to our attention so that we can tackle it together with the same seriousness as for issues that occur inside school.

### **Adult Bullying**

As a school we do not accept any kind of bullying including that of adult to adult intimidation. The scope of this policy therefore caters for:

- Staff to staff bullying.
- Bullying of staff by parents or parents by staff
- Bullying by members of the Governing body.
- Adults bullying pupils on school premises.

All the definitions and procedures outlined above apply equally to adult members of our community. Our bullying and harassment policy sets out the procedures which deal with any such instances by staff.

- Any incidents perceived or actual should be reported to the Head Teacher who will investigate and take appropriate action.
- In the case of perceived or actual bullying by the Head Teacher the incident should be referred to the Chair of the Governing Body.

At Shire Oak  
we always try  
hard to:  
be kind  
be safe  
be our best



Our rules are:  
Follow instructions  
Keep hands, feet and  
objects to yourself  
Use positive language

Our consequences are these warnings:

1. Recorded warning
2. Be moved away from the group
3. 2 minutes away from the class
4. 10 minutes away from the class, plus a reflection time
5. Ms Devane and parents will be told, plus any consequences they give

Some choices will mean more than one warning. Fighting, deliberate hurting, deliberate swearing, racism, sexism or homophobia go straight to !

## Appendix 2 – Useful organisations for help with tackling bullying

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Kidscape website	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>

**Appendix 3 – Incident Record Sheet**

**INCIDENT RECORD SHEET**

<b>Name of child/ children</b>	<b>Date</b>	<b>Time</b>	<b>Name of victim (if applicable)</b>	<b>Other witnesses/ bystanders</b>	<b>Action Taken so far</b>	<b>Person completing this form</b>

<b>Brief Description of Incident</b>

**In your opinion, could this be classed as bullying behaviour? YES / NO / DON'T KNOW**

<b>What action has been taken or is going to be taken to address this? E.g. mediation between parties, writing a reflection, making an apology, sanction (e.g. loss of privileges or free time), talk to parents, referral to Learning Mentor, etc.</b>
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<b>Feedback given (✓) to victim</b> <input type="checkbox"/> <b>to parents</b> <input type="checkbox"/> <b>to parents of victim</b> <input type="checkbox"/> <b>to class teacher</b> <input type="checkbox"/>
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**Do any of these apply to this child?**

- **SEN (None / School Action / School Action + / Statement)**
- **Looked After Child (Yes / No)**
- **Gifted and Talented (subject)**
- **EAL (Yes/ No)**

Monitoring date(s)

**If this is a racist incident, has it been reported to the Headteacher as such? Yes/ NO**

**Please consider whether you might need to complete a Cause for Concern form to highlight potential Child Protection or Safeguarding issues.**

- |  |                      |                                   |                      |
|--|----------------------|-----------------------------------|----------------------|
| Accident                                   | Disruptive Behaviour | Missed/refused to accept sanction | Smoking              |
| Assault – pupil                            | Equipment (?)        | Other (minor)                     | Theft                |
| Bullying (direct/ indirect/ verbal/ cyber) | Fighting             | Other (severe)                    | Truancy              |
| Classroom rules not complied with          | Homework             | Persistent Homework Failure       | Uniform? Jewellery   |
| Damage – property                          | Homophobic Incident  | Persistent Lateness to Lessons    | Verbal abuse – pupil |
| Defiance                                   | Illicit Substances   | Racist Incident                   | Verbal abuse – staff |
| Disruption                                 | Inadequate Work      |                                   |                      |
|  | Insolence/ rudeness  |                                   |                      |
|  | Lunch Time incident  |                                   |                      |

## Appendix 4 – Suggested rewards and sanctions

### Incident Follow-Up Actions

Suggested Actions to be taken after an incident has been recorded in the behaviour file or on an incident record sheet. For most instances of poor behaviour the school agreed warnings system will form the basis of the consequences given, but staff should work to support children to achieve positive behaviour and these strategies can be used in addition:

- Child is moved to work in another part of the classroom
- Child is moved to work in another classroom
- Child loses some of their class reward time
- Child loses some of their break time or lunchtime
- Meet with child at the end of session to discuss their behaviour / ask them to tell you what they need in order to behave more appropriately.
- Child is given a restorative action to complete e.g. fixing broken property / redoing a piece of work
- Restorative circle time takes place (whole class or small group)
- Child writes a letter of apology / draws picture showing a positive action they are going to do
- Child is referred to the Learning Mentor for support
- Child has their choices limited
- Speak to the child's parent / give warning that this may be an action if poor behaviour continues
- Meet with SENCo to devise an IBP (Individual Behaviour Plan)
- Devise an individual behaviour record card for the child e.g. home/school chart
- Child is sent to see the Headteacher / Deputy Headteacher

**\*\*\*Remember that you should be working to a ratio of 4 positive behaviour strategies to every 1 sanction you give \*\*\***

Don't forget to show children that you know when they are doing the right thing by...

- ✚ Smiling at them!
- ✚ Use praise and give recognition for good behaviour
- ✚ Reward charts / systems used consistently if in place for individual children
- ✚ Give house team points for specific good choices
- ✚ Give recognition for achieving IBP targets
- ✚ Stickers (particularly for younger children)
- ✚ Making your high expectations clear and explaining why certain behaviours are necessary
- ✚ Planning engaging and appropriately challenging activities
- ✚ Helping children to reflect on how they feel when they are making positive choices (so they learn that these are in themselves intrinsically rewarding)



**Superstar  
Award**

is a Superstar because

Signed  
Date

  
**SHIRE OAK**  
C of E VC Primary School

The certificate is a purple-themed form with a star pattern. It features three horizontal white boxes for text. The first box is empty, the second contains the text 'is a Superstar because', and the third contains 'Signed' and 'Date'. The form is decorated with several yellow stars with faces. At the bottom, there is a circular logo for 'SHIRE OAK C of E VC Primary School' featuring a green leaf and three acorns.

**Appendix 6 – Behaviour Reflection Sheets**

**Reflection and Calm Down**

**What I am/ was upset about**

**What choices did I make that made things worse?**

**What did I do or say that would hurt someone else? (This includes hurting feelings)**

**How am I going to put this right?**





What I did...

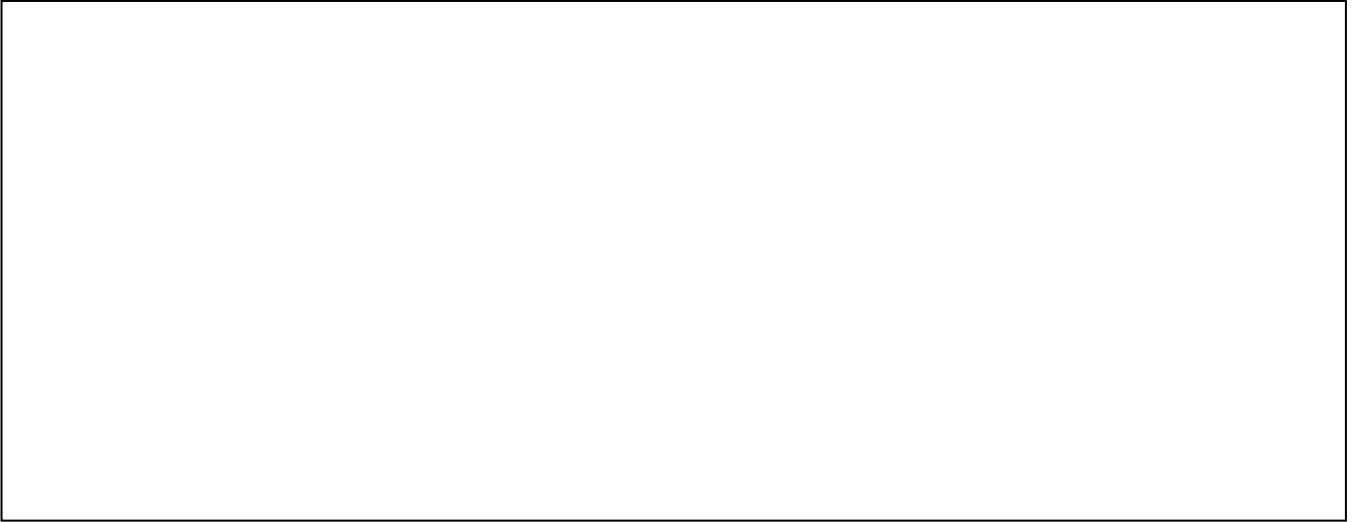
How my behaviour affected other people...

What I can do to improve...

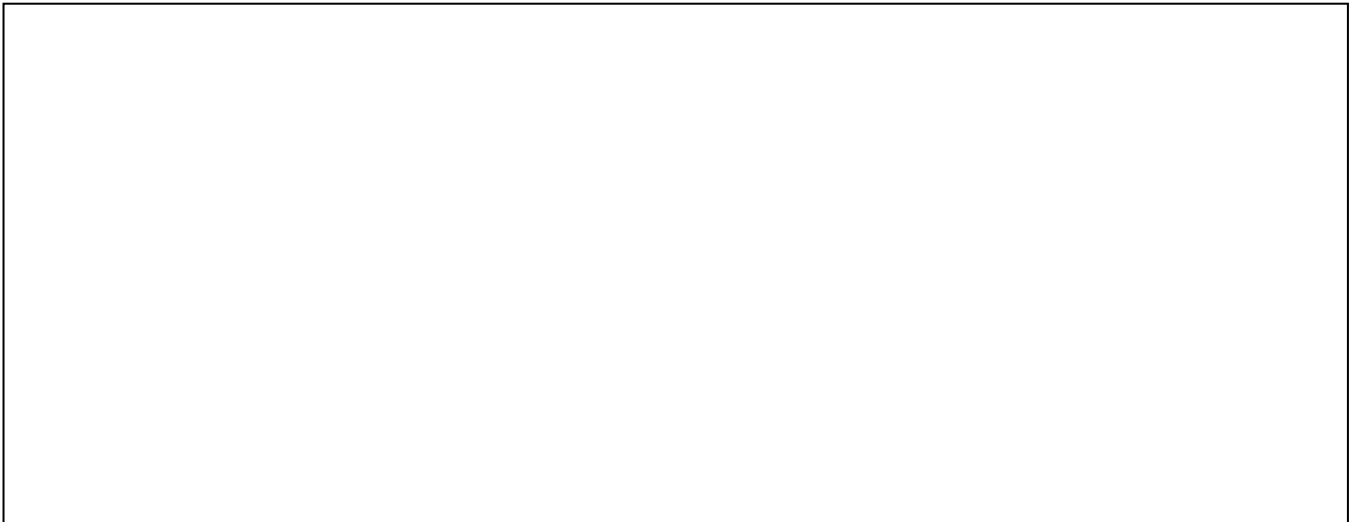
Who I need to say sorry to...



## **What I did wrong**

A large, empty rectangular box with a thin black border, intended for the user to write their reflection on what they did wrong.

## **How things could be better**

A large, empty rectangular box with a thin black border, intended for the user to write their suggestions for how things could be better.

**In your opinion, what happened?**

**What choices did you make that made things worse?**

**What could you have done instead?**

**How can we move forwards now and make things better?**

# What is bullying?

Bullying is...

Physical

- Hurting someone
- Spitting on someone
- Pulling down clothes
- Fighting someone
- Kicking someone

Verbal

- Insulting someone
- Saying horrible things to someone
- Saying horrible things about someone to their face or to spread rumours
- Saying horrible things about someone's family
- Saying things to embarrass someone
- Laughing at someone
- Being sarcastic to someone

Emotional

- Copying or mimicking someone
- Never letting someone play a game
- Making threatening gestures to someone
- Giving dirty looks to someone
- Hiding someone's things
- Breaking and spoiling things that belong to someone
- Taking things from someone and hiding them or throwing them around
- Writing notes about someone and passing them around

Cyber

- Writing horrible things in texts or emails
- Writing bad things on someone's Facebook wall
- Making threatening gestures to someone
- Sending horrible photos and films by text or email



# What is not bullying?

Bullying is not...

- Falling out with someone
- Playing a trick on someone
- Things that are an accident
- Protecting someone
- Sticking up for yourself
- Being too rough in a game

Our school rules are 1) Follow instructions 2) Keep hands, feet and objects to yourself 3) Use positive language and some of these things might not be bullying, but are still not ok in school.

## What can we do about bullying?

We can stop bullying by...

- Telling bullies to “stop it!”
- Telling a teacher or other school grown up
- Sharing nicely and letting people join in our games
- Maybe telling the bullies how it makes us feel
- Walking away and ignoring them so they get bored
- Playing near a grown up
- Writing it down and putting it in the Worry Box
- Telling Mr Nash
- Telling Ms Devane
- Telling parents as well
- Telling friends



**TELL!**

## Appendix 8 – Hate Incidents/harassment recording sheet

Most incidents will require an LCC Hate Incident Reporting Sheet (HIRS) to be completed and sent off. (This is now a referral to Stop Hate UK)

This form is for us to capture more information than the Straight to 5s purple folder records or the HIRS contain. This is in order for us to monitor trends and patterns and to plan our preventative work as well as our responses.

Racist?	Sexist?	Homophobic?	Other? (please specify)
Date		Place occurred	
Name of victim		Name of perpetrator	
Victim's sex and ethnicity (where relevant)		Perpetrator's sex and ethnicity (where relevant)	
Incident details (choose one category and then describe the incident)	Verbal abuse? Physical assault? Graffiti? Damage to property? Bullying? Cyber bullying? Threatening behaviour? Offensive literature? Other? (please specify)		
What are we doing to address the incident? (Please include consequences/sanctions, restorative and preventative work)			
Who have we informed? (parents on both sides, teacher, etc.)			

(See overleaf for ethnicity descriptors)

## **White**

- English / Welsh / Scottish / Northern Irish / British
- Irish
- Gypsy or Irish Traveller
- Any other White background

## **Mixed / Multiple ethnic groups**

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed / Multiple ethnic background

## **Asian / Asian British**

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

## **Black / African / Caribbean / Black British**

- African
- Caribbean
- Any other Black / African / Caribbean background

## **Other ethnic group**

- Arab
- Any other ethnic group



**Appendix 9 – Stop Hate UK referral form**  
**Education – Hate Crime/Incident Referral Form to Stop Hate UK**

Please use this referral form to report any Hate Incident or Crime to us so that we are able to support you and your pupils/students that have either experienced or witnessed Hate.

As well as us being able to offer support it is essential we hear of any Hate incidents so we can gather important data of what is impacting on children and young people in your communities, ensuring Safeguarding is at the forefront of our joint working.

There are 3 options for reporting:-

1. Report for information only (this can also be anonymous)
2. Report for us to record and look at referring to Police, Local Council, any appropriate specialist agency for additional support
3. Report as above in No.2 but also request a call back from our Support Services Manager to discuss in more detail
4. If you have a student that wants to talk to Stop Hate UK directly and privately they can call the Stop Hate Line 24-hours a day on 0800 138 1625. (need to ensure the Call hate Number is put here)

If you need help immediately, call the Police on 999.

If you don't want to report a Hate Crime but would like to contact us, you can email us at [supportteam@stophateuk.org](mailto:supportteam@stophateuk.org)

**School, Student & Parent/Carer Information**

School Name:

Name of referrer:

Job Title:

School Address:

Telephone No:

Email Address:

Student Name:

D.O.B

Current Age:

Home Address:

Telephone No:

Email Address:

Parent Name:

Home Address:

Telephone Number:

Email Address:

Is the parent/carers aware of referral?

### Incident Information

Please complete as much information as you can

When did it happen?

Where did it happen? Please be as precise as possible

Tell us what happened?

Who was involved? Can you describe the perpetrator?

Why do you believe you were targeted?

### Reporting Options

Would you like to report for recording purposes only

Would you like to report for us to refer to an appropriate agency?

Police

Local council

Support Agency

If you would like a call back from our Support Services Manager please state person she needs to contact within school.

Do we have your consent to keep and share the information provided with appropriate agencies (council, support services, police) for further support?

Yes

No

Please send referral form to [supportteam@stophateuk.org](mailto:supportteam@stophateuk.org)