

Bullying and prejudice based incident recording and reporting guidance for Brighton & Hove Schools

Acknowledgments and thanks

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Dorothy Stringer
Elm Grove
Patcham Infant
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In 2014 the guidance was updated to include more detail on the support provided by the Community Safety Case Work Team and the Police, with thanks for their contributions. This document is annually reviewed to reflect changes in the Ofsted Framework and other local and national guidance and initiatives.

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1 Introduction: the purpose of the document

1.1 Vision

In Brighton & Hove we want all children and young people to feel safe and supported to achieve. Our vision is that every child and young person in Brighton & Hove should belong to a learning community which shares and celebrates common values of mutual care, equality, respect, rights and responsibility and is free of fear, harassment, and intimidation.

(Statement of Commitment, Brighton & Hove Equality and Anti-Bullying Strategy Group, 2012)

This guidance explains why the recording and reporting of bullying and prejudice based incidents by type is important; provides suggestions for how to do this and provides working definitions to enable schools to effectively identify, monitor and respond to bullying and prejudice-based incidents. Recording and monitoring is one important part of a school's activities to develop effective strategies for preventing and responding to bullying and to meet duties under the Equality Act 2010 to:

- Foster good relations;
- Advance equality of opportunity;
- Eliminate discrimination.

1.2 Key Points

1. This guidance has been informed by the [DfE Advice on Preventing and Tackling Bullying](#)
2. It is recommended that schools and academies use the SIMS Behaviour Management system to record bullying and prejudice-based incidents by type, but they are not required to do so. Guidance on how to use CPOMS for this purpose can be found in Appendix 6.
3. Schools, academies and free schools will be asked to return their data on bullying by type to the local authority (see Section 5.2 and Appendix 3) and this will be used alongside the Safe and Well School Survey data to monitor types and rates of bullying and inform the review and development of practice across Brighton & Hove. This data will form an annual report which will be shared with partners including schools. Individual schools will not be identified in this report.
4. Bullying and prejudice based incident data is requested by Ofsted at the beginning of an inspection. Therefore, data collected by the school as part of this new process will help with Ofsted obligations around safeguarding, evidence under the personal development, behaviour and welfare judgement and will contribute to requirements of the Equality Act, 2010.
5. Key benefits of effectively recording bullying and prejudice-based incidents on SIMS and CPOMS is that it enables schools to:
 - manage individual cases effectively
 - identify and track individual and group patterns of behaviour and develop effective intervention, prevention and follow-up strategies
 - produce reports and monitor and evaluate the effectiveness of strategies
 - demonstrate defensible decision making in the event of complaints being made
 - engage and inform multi-agency teams as necessary.

1.3 Statutory position

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These

measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. There is a locally developed exemplar anti-bullying policy on [Pier2Peer](#) which can be adapted and amended to reflect policy and practice in individual schools.

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented

Recording all bullying and prejudice based incidents is one of the ways in which a school may show that it has 'due regard' for fostering good relations, as well as eliminating discrimination, harassment and victimisation and thus demonstrate compliance with the Equality Act 2010. For more information on the Equality Act please visit [Pier2Peer](#) / Learning / Equality.

Prior to inspection, inspectors will check on the school website for information about the promotion of equality information. How the school deals with bullying and prejudice based incidents could be one aspect of this equality information.

1.4 Ofsted School Inspection Handbook

The 'Ofsted School Inspection Handbook', June 2015 states that the following information should be available at the start of the inspection:

records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

The Handbook also states that:

During informal conversations with pupils, inspectors must ask about their experiences of learning and behaviour in the school, including the prevention of bullying and how the school deals with discrimination and prejudiced behaviour, if they happen.

To be graded outstanding for quality of teaching, learning and assessment teachers need to be *quick to challenge stereotypes and the use of derogatory language in lessons and around the school.*

The collection of bullying and prejudiced based incident data can also be used to inform and monitor school effectiveness related to the promotion of British values and spiritual, moral, social and cultural development of pupils.

The Ofsted Report [No Place for Bullying](#); *How schools create a positive culture and prevent and tackle bullying*, 2012 makes several recommendations to schools including the following:

Schools should:

- *ensure that they are able to evaluate, at an appropriate time after any bullying event, how effective their action has been*
- *analyse their information about bullying to assess whether there are any patterns, trends or issues emerging*
- *use this analysis to plan future actions.*

1.5 Local and national data

In the Safe and Well School Survey (B&H: 2015) the most common reason that pupils and students gave for why they think they had been bullied was 'their appearance'; which could include prejudice-based bullying. When taken as a whole, various forms of 'prejudice-based bullying' (e.g. racist, faith based, homophobic, sexist and bullying because of a disability or special educational needs) was also reported by large numbers of pupils and students. In addition, focus group discussions with secondary age students in a range of schools reveals that prejudiced language and in particular sexist language and language related to perceived ability or lack of ability is common within the school community.

Stonewall's [*The School Report*](#) 2012, a survey of more than 1, 600 gay young people found that 55 per cent had experienced homophobic bullying, 96 percent hear homophobic remarks such as 'poof' or 'lezza' used and 99 per cent hear phrases such as 'that's so gay' or 'you're so gay' in school.

In school, 37 per cent of young people hear sexual name-calling on a daily basis. (*End Violence Against Women Poll* conducted by YouGov, EVAW 2010)

86 per cent of Gypsy, Roma and Traveller children are subjected to racist comments. (*This is who we are: A study of the experiences of Roma, Gypsy and Traveller children throughout England*. Children's Society 2007)

In a sample of children who stammer, 91 per cent reported being subjected to name calling. (Money, and Smith 1995) 'Bullying and the child who stammers', *British Journal of Special Education*, 22, 1, 24-27)

77 per cent of children and young people with a learning disability reported being verbally bullied. (*Bullying Wrecks Lives*, Mencap 2007)

2 Identifying and reporting bullying and prejudice-based incidents

2.1 Purpose

As has been stated in the introduction the key benefits of effectively recording bullying and prejudice-based incidents by type on SIMS or CPOMS is that it enables schools to:

- manage individual cases effectively
- identify and track individual and group patterns of behaviour
- develop effective intervention, follow-up and prevention strategies
- produce reports and monitor and evaluate the effectiveness of strategies
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

To record bullying and prejudice-based incidents effectively schools will need to continue to develop the follow aspects of practice:

- Whole school, age appropriate understanding of the definitions of bullying, prejudice-based incidents and the different forms of prejudiced behaviour

- Training for school staff to:
 - effectively identify, record and challenge bullying and prejudiced based-incidents
 - effectively support victims of bullying and prejudiced based-incidents and their families
 - be able to give advice and guidance regarding other support services available.

2.2 Definitions

The process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. The definitions below and in Appendix 1 are based on national guidance and have been amended, developed and then agreed by Brighton & Hove's Equality and Anti-Bullying Strategic Group with the purpose of improving the identification, recording and monitoring of bullying and incidents by type. These were most recently reviewed in 2016. Educational settings should work with their communities and particularly pupils and students to agree definitions of bullying and prejudice and to develop pupil and parent friendly definitions. Many primary schools use the 'several times on purpose' definition of bullying with their pupils.

It is recommended that schools record bullying and prejudice-based incidents separately. Both have the potential to do harm to individuals, groups and communities, both need to be recorded to gain a full picture of the experiences of pupils and students within the school community but responses to these behaviours will differ. In particular, the cumulative harm of on-going persistent bullying on mental health should be responded to.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and often involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying*
Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

Prejudice based incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

Hate incident

Hate Incident is the term widely used by the Police and other sectors to describe what is described as a prejudiced based incident in this guidance. Schools should be aware that at their most serious both bullying and prejudice-based incidents, assaults and sexual assaults should be reported to the Police. Schools should also be aware that bullying and prejudice-based incidents should be reported to the Police or Community Safety Casework Team if desired by the target or target's family. See section 4.5 for more information.

Hate Motivation

Hate crimes and incidents are taken to mean any crime or incident where the perpetrator's hostility or prejudice against an identifiable group of people is a factor in determining who is victimised. This is a broad and inclusive definition. A victim does not have to be a member of the group. In fact, anyone could be a victim of a hate crime. The definition of hate motivation would encompass groups such as Goths, women or people with ginger hair.

The government currently asks criminal justice agencies to monitor five strands of hate motivation: race or perceived race, religion or perceived religion, disability or perceived disability, sexual orientation or perceived sexual orientation or is transgender or perceived to be transgender.

Hate Crime

This is defined as a criminal offence committed against a person or property which is motivated by an offender's prejudice or hatred of someone because of their:

- race
- religion
- gender or gender identity
- sexual orientation
- disability

Therefore if a crime such as an assault or criminal damage has taken place call the Police on 999 in an emergency or 101 in a non-emergency situation.

Relational conflict

Friendship problems and bullying behaviour can be upsetting for both pupils and students and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils and students will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils or students may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils and students will make an effort to resolve the problem and will want to resolve the problem. Relational conflict would not be recorded as bullying, but it may be useful to record it elsewhere to keep track of the situation.

However, it is important to recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example. At this stage this behaviour would be recorded as bullying.

2.3 Encouraging pupil and student reporting of bullying and prejudice-based incidents

Schools will need to ensure that as far as possible the community is one in which it is 'safe to tell' and safe to report bullying and one off incidents. Schools should have in place a variety of methods for pupils and students to self-report and for pupils and students and parents and carers to report bullying and incidents that have happened to a third party. Schools should give thought to ensuring there are also opportunities for pupils, students, parents and carers to report anonymously any concerns. Methods for reporting bullying include:

- Bully or worry boxes
- Email addresses
- Text numbers

- Reporting to a tutor, teacher or named member of staff
- Peer mentors / Bully Busters
- Staff allies
- Online programmes such as [Tootoot](#)

Staff need to be sensitive to pupil and student concerns about reporting. First and foremost children and young people are often concerned that reporting will make the situation worse and or that they will be labelled a 'snitch'. Schools will therefore need to consider how to counteract these concerns. There may also be particular concerns for some groups related to reporting. For example, pupils and students experiencing homophobic or biphobic bullying may be concerned that if they report the bullying then assumptions will be made about their sexual orientation or that they will need to 'come out'. Some pupils and students with particular special needs may also be identified as perpetrators and so may not be listened to when they report bullying. Black and minority ethnic pupils and students may worry that they are being disloyal to their school or their peers when it comes to disclosing their experiences of racism; particularly forms of racism which are as a result of others not understanding a particular culture or faith or are in the format of a 'joke' or 'banter'.

Schools should ensure that they regularly promote the methods for reporting bullying repeating messages given at the beginning of the school year and in anti-bullying week. Posters or interactive screens could also be used for this purpose.

2.4 Cyberbullying

Cyberbullying is just one form of bullying behaviour, however it differs in several significant ways from other kinds of bullying; the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience and perceived anonymity. Many of the methods for preventing and responding to cyberbullying will be the same as other forms of bullying. Further advice and signposting to resources is provided at [gov.uk](#)

3 Recording of bullying and prejudice-based incidents

3.1 Introduction

It is recommended that schools record all types of bullying and record them under the following headings:

- Appearance
- Disability and SEN
- Ethnicity / Race
- Gender Identity
- Religion or Belief
- Home Circumstances
- Sex / Gender
- Sexual Orientation
- Other

It is also recommended that schools record one off incidents resulting from prejudice against one or more of the protected characteristics listed in the Equality Act:

- Disability and SEN
- Ethnicity / Race
- Gender Identity

- Religion or Belief
- Sex / Gender
- Sexual Orientation

However there will be additional cases whereby a child is name-called or abused because they have red hair or are overweight – this could be recorded as verbal abuse in the behaviour incident sections of SIMS or CPOMS in line with school policy and practice.

There will be cases when it is difficult to know how to record bullying or a one-off incident on SIMS, CPOMS or on paper. For example; a child or young person with special education needs could experience bullying during which homophobic language is used or racist and sexist language could be used together such as a 'Black Bitch'. Therefore, staff will need to manage reporting discussions carefully, be sensitive to children and young people who could find it difficult to disclose, listen carefully to what is being said and for the purposes of recording use professional judgement to identify the main motivation behind the bullying or type of prejudice being expressed. Staff may also need to be mindful that it is the child or young person's perception of the type of bullying or incident rather than their own that should best inform how the incident is recorded. When recording, staff may have to identify the main cause 'best fit' and use notes sections on the reporting form or SIMS to record further detail.

3.2 Methods of recording

Schools will use a method of recording bullying and prejudice-based incidents that best suits their setting. This method should be easy for staff to complete and enable effective monitoring of the data so that it can be readily used to identify pupils or students for whom there are concerns and to review and develop whole school approaches to anti-bullying and fostering good relations. The system used should also enable schools to identify which cases are successfully resolved and to ensure follow-up of the most challenging and complex cases.

Some schools will use a paper report form such as the one in Appendix 2. Information from this can then either be inputted into SIMS, CPOMS or into another spreadsheet or method of logging. Some schools will want staff to input straight into SIMS. See Appendix 5 and 6 for information on how to record bullying and prejudice based incidents on SIMS and CPOMS.

Recording on SIMS and CPOMS will have a range of benefits. For example, it will be straightforward to run reports and to track recurring incidents related to perpetrators or victims / targets. Staff in schools may need reassuring that a child or young person is not being labelled if for example they have been identified as a perpetrator of a prejudice based incident. Children and young people should be provided with opportunities to make mistakes, make amends and learn from their mistakes without being labelled. However, the recording of incidents against named perpetrators does ensure that should an incident be repeated the school may wish to take a different approach. It also has the potential to safeguard children and young people who may be a target of a range of incidents. In a pilot school, the use of SIMS identified that incidents were being perpetrated by members of the same family; leading to discussions with parents. Recording also signals to parents and carers that the school has taken an incident seriously.

The behaviour incident data in SIMS is not routinely transferred between schools. However, primary schools may wish to inform secondary schools if they know of children who are repeat perpetrators or victims / targets of bullying and prejudice-based incidents.

Secondary Schools that enable parents and carers to see the behaviour area of SIMS will need to communicate with parents and carers about how bullying and incidents are recorded and enable

parents and carers to fully understand what is meant by their child being a perpetrator or target / victim. In best practice, parents and carers would know about any incident prior to them being able to view it on SIMS. Reminders that recording is in the best interests of the whole school community and in the development of prevention may be helpful to parents and carers. Secondary schools will also need to check and review how scores and points are allocated to certain behaviours.

Both paper based methods and SIMS additionally require that schools have robust systems for dealing with and responding to the incident or the bullying.

Schools will also want to build in systems for following up on a bullying case or a prejudiced based incident to ensure the issue has been fully resolved. This could be done two weeks later and then two months later. Schools may want to involve parents and carers in any follow-up discussion for their perspective on whether their child is now happier and the incident resolved. To do this, the behaviour area of SIMS can be extended beyond just the recording of incidents. There are ways in which the software can be used to: set up behaviour reviews; message staff automatically; report on scheduled behaviour reviews and follow-ups. The School ICT Team can provide you with further training in this area.

3.3 Victim or target and perpetrator

There may not always be a clear victim / target or there may be multiple victims or targets or you may not know who the perpetrator is e.g. Graffiti. The incident should still be recorded with as much information as is available. On SIMS this may include using the comments box to add detail.

3.4 Incidents in the community / out of school

School staff may be told of incidents that have taken place outside of school. Schools are reminded that *Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff*. In addition: *The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils*. (Behaviour and discipline in schools; A guide for head teachers and school staff Department for Education, 2012).

Particularly, in the case of cyberbullying schools will need to be prepared to act; including making a record of this bullying. Schools are referred to national guidance available at gov.uk to support them to tackle cyberbullying effectively. Staff will have to use their professional judgement as to which out of school incidents to record within the school system. Bullying and prejudice based incidents occurring outside of school could be reported to the Police or Community Safety Casework Team if desired by the victim or victim's family.

There may be occasions when the police become aware of incidents in the community involving children and young people and the Neighbourhood Schools Officer will want to discuss these with the school or ask whether any similar incidents or patterns of behaviour have been exhibited in schools. The Neighbourhood Schools Officer (NSO) will do their best to ensure that schools are kept informed of incidents in the community which may impact on behaviour within the school and equally schools should keep their NSO informed of any information that may be relevant to their work. Schools are advised that the role of the NSO and the job title is currently under review, but Officers will continue working with schools.

3.5 Preventing Extremism - Channel

Safeguarding children, young people and adults who are vulnerable to being radicalised or at risk of being drawn into terrorist-related activity is one of the main objectives of the Prevent strategy. The DfE's [Keeping Children Safe in Education: Statutory Guidance](#), 2015 lists radicalisation (to extremism and terrorism) as a specific safeguarding issue. Recording and monitoring of bullying and prejudice based incidents may with other evidence lead to you identifying children and young people who are vulnerable to being radicalised. Any concerns identified for under 17 year old should be reported to the Multi-agency Safeguarding Hub (MASH) 01273 290400. Guidance for schools on Prevent and Channel can be found on [Pier2Peer](#).

4 Responding to bullying and prejudice-based incidents

4.1 Introduction

School policies will set out how bullying and prejudice-based incidents should be managed and dealt with. Sections 4.2 and 4.3 contain some guidance on short and long-term responses and Appendix 4 contains a guidance sheet on challenging homophobic, biphobic and transphobic language; this format can be used to respond to a range of prejudiced language.

4.2 Short term responses

- Take firm swift action in cases of violence and aggression and where a crime has been committed – if an immediate response is required arrange attendance by the police. Call 999 in an emergency or 101 for an arranged appointment.
- Ensure the victim / target feels supported and is given space and the opportunity to talk about the incident and to respond to the risk assessment questions described in Section 4.6
- Respect the wishes of the victim / target in terms of a response unless there are safeguarding concerns. Offer a range of support as described in Section 4.6
- Record the incident
- If it is a bullying incident refer to your Anti-Bullying Policy
- Involve the parents and carers of victims / targets and perpetrators
- Identify a response in line with the seriousness of the incident, in cases which have been handed over to the police, the police will run the investigation
- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them as individuals
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- Let other pupils or students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Keep the victim / target and their parents and carers informed about progress and any actions taken
- Record on SIMS whether the incident has been resolved, particularly whether the victim / target and parents / carers are satisfied with the outcome

- Identify clear times to 'check-in' with those involved (and including parents and carers) to ensure issues have been resolved.

4.3 Longer term responses

- Follow-up at pre-identified times (two weeks and two months for example) to check the issue has been fully resolved
- Consider restorative approaches if there are staff trained in your school
- The victim/s and target/s and perpetrator/s may require longer term support. Your school may have a peer mentoring or 'buddy' scheme and you may wish to contact a support service such as a specialist community and voluntary sector service or a services such as the Youth Service, Education Psychology Service or Community CAMHS
- When responding to incidents it is important to remember that it is not only a disciplinary matter. Your school's attitudes and procedures in relation to incidents play a part in the spiritual, moral, social and cultural education of pupils and students and also to their personal, social, health and citizenship education.
- Incidents can provide an opportunity to reinforce the school's equality policy and/or Anti-bullying policy, through assemblies, newsletters, and circle-times. They can also provide learning opportunities for pupils and students to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum.
- The monitoring of the bullying and prejudice-based incident data may lead to improvements and developments in the whole school approaches and to the curriculum. For local resources and links to national resources visit [Pier2Peer](#) and or email a request to pshe@brighton-hove.gov.uk
- Following a serious incident, schools should consider reviewing their whole school approach to preventing and responding to incidents. This may include a focus on the curriculum and an action-plan to be included into the school's improvement plan and as one of the school's equality objectives.

4.4 Informing and involving parents and carers

Keeping parents and carers updated on the school work related to bullying and equality will build their confidence in the school's approach to these issues. This can be done by:

- Involving parents and carers in policy review and development and in developing equality objectives as part of the school's Public Sector Duty
- Disseminating to parents and carers the anti-bullying or other policies and the Brighton & Hove Council [anti-bullying leaflet](#) for parents and carers
- Detailing for parents and carers the anti-bullying and prejudice-based incident recording process for new parents / carers in your schools' welcome pack along with details of your schools' complaints process and informing parents and carers that incidents against their child have been recorded
- Keeping parents and carers updated related to the Safe and Well School Survey data and in school anti-bullying and equality developments.

Parents and carers may sometimes feel intimidated on entering schools and if a prejudice-based or bullying incident has occurred it can be an emotive time for all involved. Informing parents and carers that an incident has been recorded will signal that you are taking it seriously. Keeping parents and carers informed of their rights, communicating that you take incidents seriously, and want to know when they occur as well as actions taken can help them feel more positive even if their child is having a difficult time. It also makes sense to contact the parents or carers sometime after the school believes the incident to be resolved to ensure that parents and carers agree and if

there has been any recurrence. A poster of top tips for communicating with parents and carers about bullying can be found on [Pier2Peer](#).

4.5 Working within the Brighton & Hove wide victim-focused approach to hate incidents and hate crime

In Brighton & Hove, a victim focused, harm based approach to hate crime, hate incidents and anti-social behaviour was introduced by public and voluntary sector partners whereby the risk of harm to victims / targets is assessed based on three themes; Frequency, Vulnerability and Impact. If the risk to a victim or target is high, a multi-agency response will be facilitated. This change follows the Fiona Pilkington case where mother and daughter had been subjected to a series of disability hate crime incidents that when considered separately may not have seemed serious. However the impact on Fiona and her daughter was great and ultimately led to their deaths.

Therefore, schools are being asked to ask the screening questions below to the victims / targets of bullying or prejudice-based incident or incidents.

4.6 Risk Assessment screening questions

- Is the victim unsafe? (if they are, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice based incident or prejudice based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

Whenever an incident or bullying occurs schools should ask these four questions. If the victim or target answers yes to any of the four questions then the school should offer the victim or victim's family the option of a referral to the police (Neighbourhood Schools Officer) or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. This will ensure in partnership with the school that the victim / target are fully supported under Brighton and Hove Victim and Witness Service Standards (see Appendix 7). Further guidance on the support provided by the Community Safety Casework Team can be found on [Pier2Peer](#).

The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk . A duty officer is available Mon to Fri 0900-1700 to provide advice and guidance regarding any prejudiced based/hate incident concern.

The Brighton and Hove Schools Policing Team can be contacted on safeguardingschools@sussex.pnn.police.uk Remember that you may have involved the Police at an earlier stage if a hate crime has been committed, see section 4.2.

5 Reporting bullying and prejudice-based incidents

5.1 Reporting to the school community

Schools will want to ensure that appropriate aspects of their bullying and prejudice based incident data is reported to all members of the school community. Schools that participate in the Safe and Well School Survey may want to report both sets of data together. The level of data shared will depend on the needs of particular groups within the school community. Governors may wish to see detailed data sets in order to support monitoring, analysis and target setting. Parents and

carers will want to know if there have been increases and decreases and the action that is being taken as a result of the data analysis. School Council members may also want to see the detailed data and schools will want to report successes in reducing the amount of bullying report to all pupils and students. Staff will want to know which forms of bullying and prejudice-based incidents are particularly widespread in order to increase their vigilance in responding to it and in developing the curriculum.

Schools are advised to appropriately publish this data as part of the equality information required under the Equality Act, but will need to give careful thought to the level of data shared and contextual information that goes with it.

5.2 Reporting to the local authority

Schools and Academies are asked to return on a termly basis their bullying data by type. The types of bullying being asked for are the prejudice-based forms of bullying under the Equality Act protected groups:

- Disability
- Ethnicity / Race
- Gender Identity
- Religion / belief
- Sex
- Sexual Orientation

The pilot group for this return suggested adding special needs and medical conditions to the disability category and the addition of appearance (as this is the single biggest reason for bullying in the Safe and Well School Survey) and home circumstances to cover bullying related to class and background, children on free school meals, young carers etc.

The data can be collected in whichever way suits the school and the totals added to the local authority report form in Appendix 4. Please e mail your completed form (nil returns are required) to: schools.data@brighton-hove.gov.uk by week 2 of each term. Alternatively run a SIMS report following guidance in Appendix 5.

The return of this data will:

- Support schools to record bullying by type as required by Ofsted
- Result in City Wide monitoring of bullying by type alongside the Safe and Well School Survey and an annual report to schools and community and voluntary sector partners and groups such as the Racial Harassment Forum
- Inform commissioning and the provision of support services to schools.

This data is seen of being important by key groups in the City such as the Racial Harassment Forum, LGBT Community Safety Forum and the Disability Hate Incident Steering Group.

5.3 Reporting Prejudice-based incidents

Schools, victims and targets or their families may want prejudice based incidents reported to the Police or the Community Safety Casework Team and therefore recorded externally even when they feel the school has dealt with them effectively. This can be done by contacting the Police on 101 or the Community Safety Casework Team on 01273 292735 or by e-mail at

communitysafety.casework@brighton-hove.gov.uk . As discussed before Hate Crime should immediately be reported to the Police.

5.4 Reporting Prejudice-based / Hate Incidents involving adults

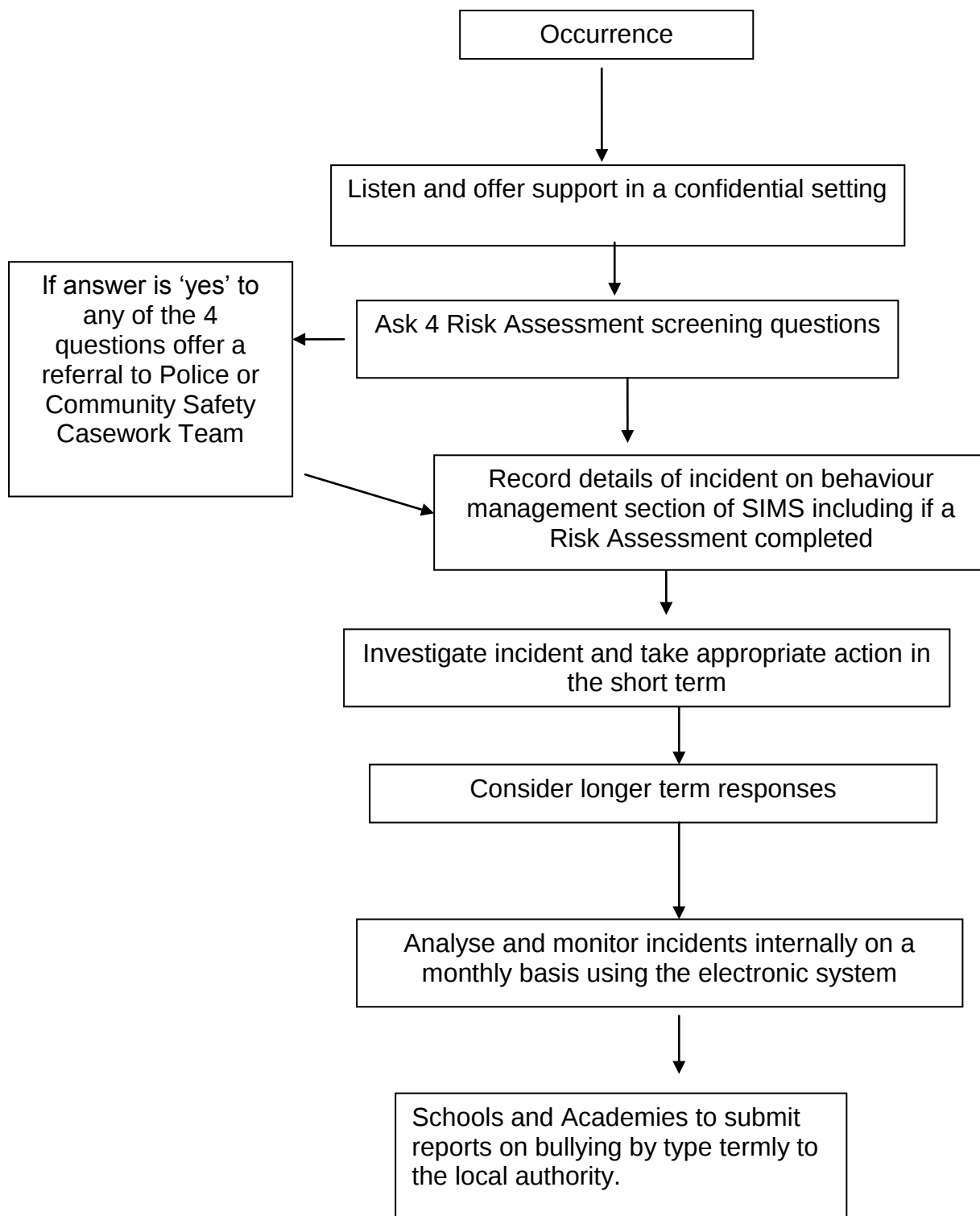
Schools are encouraged to report incidents involving adults in and around the school community to the Police or Community Safety Casework Team. Similarly schools may be asked to or may offer to support families suffering from prejudice or hate incidents in their community to report them. Schools should publicise the information below on their school websites.

Hate incidents and anti-social behaviour can be reported directly to a specialist Casework Team within a combined police and council team. Vulnerability and risk are assessed for each incident and the team will either directly support victims, or refer cases on to appropriate partner agencies, to reduce harm and resolve issues.

The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk . A duty officer is available Mon to Fri 0900 – 1700 to provide advice and guidance regarding any prejudiced based/hate incident concern.

Hate crime and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency.

6 Bullying and prejudice-based incident flow chart



Appendix 1 - Definitions

Brighton & Hove Equality and Anti-Bullying Strategy Group Definitions

1 Introduction

This appendix gathers definitions used in the *Brighton & Hove Schools bullying and prejudice-based incident reporting guidance* and provides further definitions related to some bullying behaviours and types of bullying.

Educational settings will use these definitions to develop a shared language for their community and will involve pupils and students in developing 'pupil friendly' definitions of bullying such as 'several times on purpose'.

Definitions can be problematic. However, the process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. If you would like to feedback on these definitions or suggest improvements please email pshe@brighton-hove.gov.uk

2 Defining key over-arching terms

2.1 Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and often involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, sexual harassment and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, sex or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; *Preventing and Tackling Bullying* Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

2.2 Prejudice-based incidents

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, sex, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

2.3 Hate Incidents

This is the term widely used by the police and other sectors to describe what we refer to in schools as prejudice based incident. Schools should be aware that incidents of serious bullying and hate crimes in addition to assaults and sexual assaults should be reported to the police. Schools should also be aware that any bullying and prejudice-based incidents could be reported to the police or Community Safety Casework Team if desired by the target or target's family.

2.4 Relational conflict

Friendship problems and bullying behaviour can be upsetting for both pupils and students and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils and students will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils or students may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils and students will make an effort to resolve the problem and will want to resolve the problem. Relational conflict would not be recorded as bullying, but it may be useful to record it elsewhere to keep track of the situation.

However, it is important to recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example. At this stage this behaviour would be recorded as bullying.

3 Bullying and prejudice-based incident behaviours

3.1 Brief definitions

Bullying (and prejudiced based incidents) can be perpetrated using the following behaviours:

Cyberbullying	Use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language. Includes non-consensual sexting and distribution of images.
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment or resources, graffiti.
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures.
Physical	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.
Possession / distribution of offensive materials	This could be materials or publications that seek to promote offensive, extremist and prejudiced views including that which promotes the view that one group is inferior to another (for example sexist views of women's place in the world)
Sexual abuse / harassment	Suggestive sexual comments, insults, invitations or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It includes groping, inappropriate touching, rape and sexual assault.
Verbal Abuse (including written abuse and graffiti)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, threats of violence, nasty comments including suggesting an individual is inferior or subordinate or 'jokes' or persistent teasing and taunting.

3.2 More detailed definitions of cyber-bullying and sexual bullying

More detail is provided on these forms of bullying behaviour as they are currently behaviours of concern locally and nationally.

Cyberbullying

Cyberbullying can be defined as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and

hostile behaviour by an individual or group that is intended to harm others. It can include non-consensual sexting and distribution of images. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Sexual Harassment and Bullying

Any bullying behaviour, whether physical or non-physical, that is based on a person's sex, sexuality sexual orientation or gender. It is when sex, gender, sexuality or sexual orientation is used as a weapon by boys or girls towards other boys or girls and is most commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology.

For example:

Putting someone down, teasing or making suggestive comments because of:

- their sex life (e.g. because they haven't had sex or because they've had sex with a number of people or implying that)
- their sexual orientation (e.g. implying lesbians need a 'man' to understand what they are missing)
- their body (e.g. the size of their breasts, bottom or muscles)

Using sexual and offensive language and insults designed to put-down, humiliate or intimidate (like calling someone 'slut' or 'bitch')

Making unwanted sexual invitations

Making threats or jokes about serious and frightening subjects like rape

Spreading rumours about someone's sexual orientation and sex life – including graffiti, use of social media etc.

Touching parts of someone's body that they don't want to be touched

Sexual assault and rape

Putting pressure on someone to act in a sexual way

Adapted from http://www.preventionplatform.co.uk/?page_id=2354

4 Types of bullying

4.1 Brief descriptions of types of bullying listed in Brighton & Hove's termly Bullying Report Form

Appearance	Hair colour, body shape, clothing etc.
Disability / Special Needs / Medical condition	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories (related derogatory language for example: retard / spaz / nerd / psycho / nutter) or association with someone with a disability / special need (disablism).
Race / Ethnicity	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc. (racism).
Gender Identity	Trans, perceived to be trans, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a trans family member. Language/stereotyped perceptions of gender for example: she/he, gender bender, tranny (transphobia).
Religion / Belief	Beliefs, faith, mistaken identity, lack of faith. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief. (Islamophobia and anti-Semitism for example).
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag, sissy, butch etc. (sexism)
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity (homophobia and biphobia).

4.2 Extended definitions of prejudiced types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. In a school community this can affect:

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or

'confused'. Bisexual people can feel marginalised by both the straight world and the lesbian and gay community.

Bullying that targets disabled children and children with Special Educational Needs

Behaviour by an individual or group repeated over time that intentionally hurts disabled children or those who have special educational needs either physically or emotionally or those who are perceived to have special needs or a disability or because of their association with someone with a special need or disability. Children and young people with mental health difficulties can be subjected to stigma, prejudice and bullying.

This form of bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex. The behaviours most often used in this form of bullying are described in the sexual bullying section.

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure does not confirm to stereotypes about gender expression or is trans.

Appendix 2 – Example Bullying and Prejudice Based Incident Report Form

Report form completed by: _____ Date of Report: _____

Type of report: Bullying ☐ Prejudice-based incident ☐

Initial report made by: Target ☐ Perpetrator ☐ or

Third Party: Staff ☐ Child / young person ☐ Parent / carer ☐ Other ☐

BULLYING / INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident		✓
Appearance	Hair colour, body shape, clothing etc.	
Disability / Special Needs / Medical condition	Real or perceived disability, special need, gifted or talented or health conditions, including mental health or association with someone in those categories (related derogatory language for example: retard / spaz / nerd / psycho / nutter) or association with someone with a disability / special need (disablism).	
Ethnicity / Race	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc. (racism).	
Gender Identity	Trans, perceived to be trans, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a trans family member. Language/stereotyped perceptions of gender for example: she/he, gender bender, tranny (transphobia).	
Religion / Belief	Beliefs, faith, lack of faith real or perceived or because of association with (Islamophobia and anti-Semitism for example)	
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag, sissy, butch etc. (sexism)	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family (homophobia and biphobia)	
Other	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
Cyberbullying	Use of internet, mobile phones and social media to bully, harass, spread rumours and express prejudiced language. Includes non-consensual sexting and distribution of images.	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
Physical Abuse (against pupil / student)		
Possession / distribution of offensive materials	This could be materials or publications that seek to promote offensive, extremist and prejudiced views including that which promotes the view that one group is inferior to another (for example sexist views of women's place in the world).	
Sexual abuse / harassment (against staff)	Suggestive sexual comments, insults, invitations or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It includes groping, inappropriate touching, rape and sexual assault.	
Sexual abuse / harassment (against pupil)		
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Verbal Abuse (against pupil)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE? – tick all that apply					✓
Bus		Corridor		Street	
Canteen		Park		Taxi	
Classroom		Playground		Toilets	
Cloakroom/locker		Other (please describe)			

Details of Reported Bullying / Incident

Name and Age/Year/Tutor Group of Target/s*: _____

*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: _____

Risk Assessment screening questions

- Is the victim unsafe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the answer is yes to any of these questions offer a referral to the Community Safety Casework Team or the Police

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

If appropriate to your setting: Restorative approaches used? Yes / No

Follow-up

Report form completed by: _____

Date recorded on SIMS _____

Appendix 3

*Bullying Summary by Type Academic Term Ending _____	
School Name	
School Number	
Please complete the boxes below with the total numbers of bullying cases recorded for the academic year, relating to:	
Appearance	0
Disability / SEN / Medical condition	0
Home circumstances	0
Gender Identity	0
Race or Ethnicity	0
Religion or Belief	0
Sex	0
Sexual orientation	0
Other	0
Form completed by	
Date	
Please e mail your completed form (nil returns are required) to: bullying.data@brighton-hove.gov.uk by week 4 of each term.	

**This form is for bullying incidents only where bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

It is highly recommended that schools record prejudiced based incidents and monitors these internally, but this data is not requested by the local authority.

Appendix 4

Responding to homophobic, biphobic, transphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's *The School Report* (2012), ninety six percent % gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all, (99 per cent) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

'The misuse of the word 'gay' meant that it was only when I was sixteen I knew what the word really meant. I think it's important that teachers challenge the use of the word 'gay' as a negative term. They should encourage kids to use other words as an alternative, such as 'rubbish'. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian or gay, or questioning their sexuality.' Joe, Allsorts

A Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on
- Build a sense of empathy, co-operation and shared rules "we all agreed..." "how would you feel if..." Linking back to ground rules at all times
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy
- Show upset and hurt if appropriate
- Search for the personal, individual concerns which may lie behind their words or reflect
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group
- If required by school policy / the law record the incident for monitoring purposes and report to relevant school personnel.

Guide to challenging homo/bi/transphobic/sexist language & gender stereotyping: a range of responses

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

Institutional response	<i>In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.</i> <i>In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.</i> <i>The ground-rules we agreed at the beginning of the session said we would show respect to each other.</i> <i>Some people would find that word insulting so it's not ok to use it at our school.</i> <i>The anti-bullying policy says that homo/bi/transphobic language is not tolerated.</i> <i>The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.</i> <i>It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.</i> <i>At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.</i>
Question	<i>What do you think that word means?</i> <i>What makes you think that?</i> <i>Do you realise that what you said is homo/bi/transphobic?</i> <i>Can you explain what you mean by calling that 'gay'?</i> <i>That word is an insulting term for someone who is trans. Do you know what it means to be trans?</i> <i>How would you feel if someone spoke about you in that way?</i> <i>Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?</i>
Confront	<i>Language like that is not acceptable.</i> <i>You might not think that remark is offensive, but many would.</i> <i>What you are saying presents a very stereotypical view of what men and women are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.</i>
Personal response	<i>I'm not happy with what you said.</i> <i>Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.</i> <i>What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.</i>

Appendix 5

Using SIMS to Record Bullying and Prejudice-Based Incidents

Section 1 – Overview

The purpose of this document is to assist schools in using SIMS 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 behaviour incidents in SIMS is done via Focus | Behaviour Management | Maintain Behaviour Incidents. 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 the guidance document for definitions of example bullying and prejudice based incidents.

The screenshot shows the '1 Details' form in SIMS. It includes the following fields and sections:

- 1 Details:** A dropdown menu for 'Type' and a text box for 'Points Defined'.
- 2 Type Of Bullying:** A text box for selecting the type of bullying.
- 3 Additional Types:** A table with columns 'Description' and 'Points'. It includes 'New' and 'Delete' buttons.
- 4 Activity:** Fields for 'Date' (08/05/2012), 'Location', and 'Time'.
- 5 Comments:** A large text area for recording the incident details.
- Recorded On:** A date field (08/05/2012).
- Recorded By:** A text box containing 'Mrs Gillian Grosvenor'.
- Status:** A dropdown menu.

1.1 Type

PREJUDICE-BASED INCIDENT
BULLYING

You will then be able to record the main focus of the bullying or incident:

1.2 Type of Bullying*

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

* This is the subset of types offered when either PREJUDICE-BASED INCIDENT or BULLYING is selected in box 1; it is essential that a 'main focus' type is selected.

You can then record the behaviour that occurred:

1.3 Other Types

PREJUDICE-BASED INCIDENT } should be chosen as the first step (box 1)
BULLYING } to 'open up' the Type of Bullying codes

Physical – against staff
Physical – against pupil/student
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 will be utilised outside of 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, left as standard 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

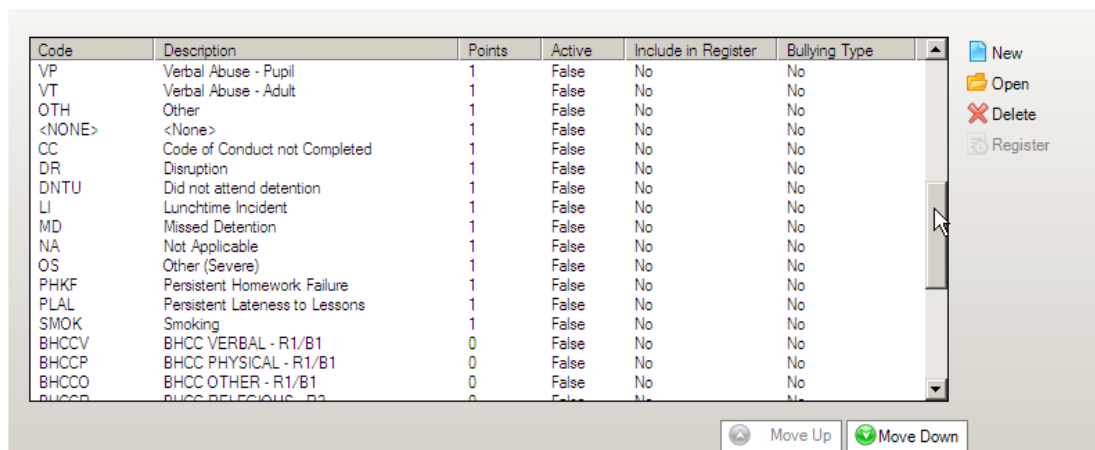
Type	PREJUDICE-BASED INCIDENT	Points Defined	1				
Type Of Bullying	Race/ethnicity						
Additional Types	<table><thead><tr><th>Description</th><th>Points</th></tr></thead><tbody><tr><td>Verbal Abuse - Pupil</td><td>1</td></tr></tbody></table>		Description	Points	Verbal Abuse - Pupil	1	 New  Delete
Description	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

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 Type

The following screen (or similar) will be displayed:



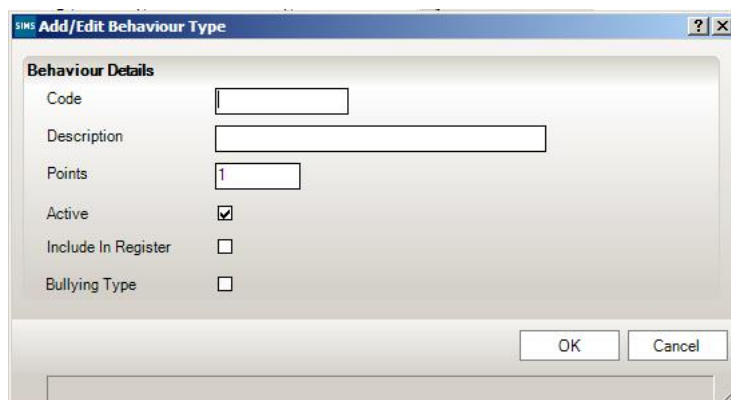
Code	Description	Points	Active	Include in Register	Bullying Type
VP	Verbal Abuse - Pupil	1	False	No	No
VT	Verbal Abuse - Adult	1	False	No	No
OTH	Other	1	False	No	No
<NONE>	<None>	1	False	No	No
CC	Code of Conduct not Completed	1	False	No	No
DR	Disruption	1	False	No	No
DNTU	Did not attend detention	1	False	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
BHCCD	BHCC DISRUPTION - R1/B1	0	False	No	No

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

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.

* we recommend you that you enter the Description in uppercase to identify it as code that will then allow you to add a Type of Bullying.

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, no matter how long ago.

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**.

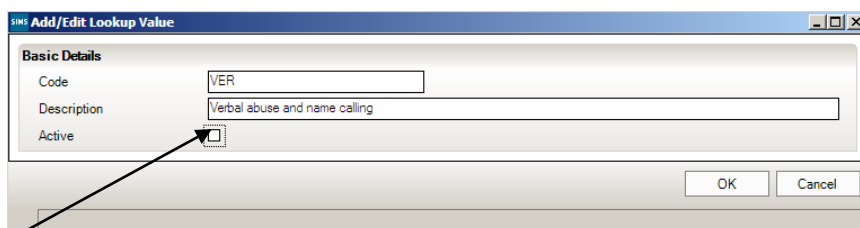
The suggested codes and descriptions are as follows and guidance on how to create a new code can be found on page 3.

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.

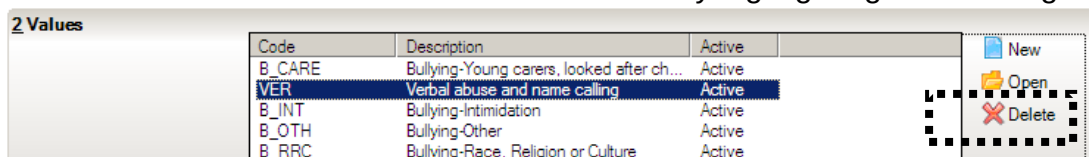
To Deactivate Codes

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.



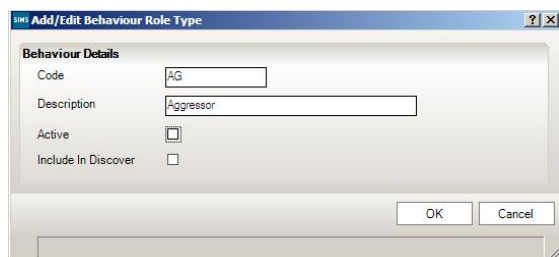
Code	Description	Active
B_CARE	Bullying-Young carers, looked after ch...	Active
VER	Verbal abuse and name calling	Active
B_INT	Bullying-Intimidation	Active
B_OTH	Bullying-Other	Active
B_RRC	Bullying-Race, Religion or Culture	Active

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 ' Perpetrator '
Witness	Deactivate
Bystander	No change required

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

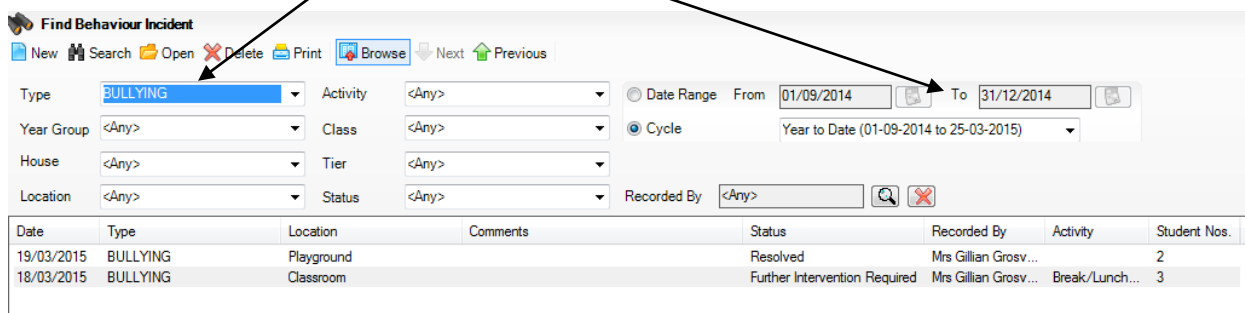


Reporting in SIMS

The easiest way to find out Bullying Totals for the **Bullying Summary by Type** termly return is to:

Go to Focus | Behaviour Management | Maintain Behaviour Incidents

Change the type to Bullying, specify the date range and then click Search



You can check the focus of the bullying by double clicking each incident to see the Type of Bullying.

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

SIMS Discover also opens up new ways for you to explore behaviour data – contact the School ICT Team on 01273 293663 if you would like to know more or have any questions on the SIMS processes covered in this document.

Appendix 6

Recording bullying and prejudiced based incidents by type on CPOMS

CPOMS needs to be set up to record bullying and prejudiced based incidents separately as top level categories and then schools need to be able to identify the types of bullying or prejudice as below as sub-categories:

Bullying

- Appearance
- Disability and SEN
- Ethnicity / Race
- Gender Identity
- Religion or Belief
- Home Circumstances
- Sex / Gender
- Sexual Orientation
- Other

Prejudiced based incident

- Disability and SEN
- Ethnicity / Race
- Gender Identity
- Religion or Belief
- Sex / Gender
- Sexual Orientation

How to make these changes is detailed in the full user-guide in the system but please follow these instructions:

To add any category you need to have Admin rights, then:

Go to Admin, Manage Categories, New Category

For all Top Level Categories add the names (bullying and prejudiced based incident), choose the colour and then make sure to allocate the correct permissions for your key holders.

For the Sub-categories you follow the same process but just make sure to select the relevant 'Parent Category' from the drop down box – i.e. to add Appearance as a Sub-category of Bullying. You would have to add the Bullying category first. Then add a new category with the name 'Appearance' – underneath 'Parent Category' you would then select 'Bullying' – again make sure to populate the Permission tick boxes in order to ensure that staff can access the information.

Whenever adding an incident the school would select either Bullying or Prejudiced Based incident along with the relevant sub-category, followed by the category for the form that this took – i.e. Cyber/Verbal/Physical (are these already in the system?)

You would then be able to run various different reports on whichever incidents that you would need:

To run an incident report on a time frame:

Select Reporting – 'Custom Report' – report on Incidents – select dates

Then Select all of the above categories and ensure that 'any' is selected underneath.

If completing a Total number for Bullying then just select the Bullying category and all its sub-categories – then select any.

If selecting specific classes/year groups choose the relevant ones however if wanting the whole school leave the groups blank.

In order to just get the numerical data, change Report Type to 'Summary Table', select 'Category' as the Primary Breakdown and leave Secondary blank. Then dependent on whether you need to print the report off change the 'format' to 'PDF (Print View)' *

In the custom section you can also export a Summary Table to excel and create your own charts easily if preferred.

Any schools who need guidance when trying to create a report can contact CPOMS for help – either by telephone: 0845 345 1155, or through the 'Contact Support' feature in built into CPOMS. For this we would ask that you explain the exact report that you need and we will send over some guidance.

For any school wishing to follow this, can you ensure that they include these on their spreadsheets or if they already use CPOMS they can add the new categories into their systems via the admin area.

* for the return to the Council we require this type of report where the bullying data would be broken down by types (i.e. racist / homophobic / disablist) for each term. Only numbers are required – not pupil names and this should related to bullying incidents only and not include one off prejudiced based incidents.

Appendix 7

The Brighton & Hove Community Safety Partnership is working to tackle antisocial behaviour and to support victims and witnesses of this behaviour across the city including in [schools](#). The agencies responsible for tackling anti-social behaviour in the city have got together and agreed a set of service standards:

The aims of Brighton and Hove victim and witness service standards:

- To reduce anti-social behaviour and hate incidents
- To increase public confidence in reporting anti-social behaviour and hate incidents
- To ensure that people who report anti-social behaviour and hate incidents feel supported
- To identify and support vulnerable victims and witnesses.

What you can expect from us when you report anti-social behaviour and hate incidents:

- You will be treated with dignity and respect at all times
- All reported anti-social behaviour and hate incidents will be taken seriously and investigated.
- You will be offered an initial assessment within one working day
- You will be offered a single point of contact from one of the partner agencies and provided with their contact details.
- We will agree with you an appropriate time and method for providing you with regular feedback.
- We will undertake a victim and witness assessment with you to ensure that you are fully supported.
- We will help you to access appropriate support services should you require them.
- You will be asked how you would like to report further anti-social behaviour and to whom
- We will use the tools and powers available to us to tackle anti-social behaviour and hate incidents.
- We will fully support you through any resolution including court action where necessary.
- Where appropriate we will provide updates to Local Action Teams about the work we are doing to tackle antisocial behaviour
- You will be informed when your case is to be closed and you will be asked for feedback on the service you have received.
- We will ensure that you have a route through which to make a complaint if you feel that the Community Safety Partnership has failed to act to tackle anti-social behaviour or hate incidents that you reported.