



# Equality Policy

## **Introduction**

The Hawksmoor Learning Trust is an inclusive partnership of schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. Embedded in our Trust values is the concept of 'Partnership'. We are committed to promoting equality and inclusion within our schools and local community.

## **Key Aims and Objectives of our Equity Policy**

Our overarching aims are to:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To ensure that equality and inclusive practice are embedded across all aspects of school life.

## **Our approach to equality is based on the following key principles:**

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognize, respect and value difference, and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school communities to feel a sense of belonging within the schools and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across schools in the Trust.

## **Purpose of the Policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

### **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

### **Two “specific duties”**

This requires all public organisations, including schools to:-

1. Publish information to show compliance with the Equality Duty.
2. Publish Equality objectives at least every 4 years, which are specific and measurable.

This policy describes how our schools are meeting these statutory duties and is in line with national guidance. It includes information about how our schools are complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations used by our schools.

Appendix 2 shows the school’s Equality Objectives for 2015-2016 in an Equality Action Plan.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included, where necessary, on our schools’ websites.

There are references and relevance in other linked policies including Behaviour, Admissions, SEN and Anti-bullying policies, as well as minutes of meetings involving governors.

The Equality Act also applies to the Trust in its role as employer. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices.

## **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Trustees, Local Governors and Head Teachers ensure that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

## **Behaviour, Exclusions & Attendance**

Individual school Behaviour Policies take full account of the new duties under the Equality Act. Each school is committed to making reasonable, appropriate and flexible adjustment for pupils with a disability. Trustees and Local Academy Boards closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

## **Addressing Prejudice & Prejudice Based Bullying**

All forms of prejudice and prejudice-based bullying, which stands in the way of fulfilling our commitment to inclusion and equality is challenged in our schools;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

Bullying incidents are treated equally seriously. Records of different prejudice-related incidents are maintained in each school and reported to the Local Academy Board and Trustees about the numbers, types and seriousness of prejudice-related incidents in each of our schools and actions taken.

## **Types of discriminatory incident**

Types of discriminatory incidents that can occur and would need to be challenged and reported are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;

- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

(See Appendix 5: Form for reporting of bullying / prejudicial incidents)

### **What our schools are doing to advance equality of opportunity between different groups**

Each school in our Trust:

- Ensures the needs of the school population are known very well and collect and analyse data in order to inform planning and identify targets to achieve improvements.
- Has procedures, working in partnership with parents and carers, to identify children who have a disability through pupil admissions systems home visits.
- Collects data and monitors progress and outcomes of different groups of pupils. This data is used this data to support school improvement, taking action to close any gaps, for example, for those making slow progress in acquiring age-appropriate Literacy and Maths skills.

### **Each school collects and analyses data:**

- on the school population by factors such as: gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- analyses and reports on standards reached by different groups at the end of each key stage:

Gender  
 Pupil Premium  
 Ethnicity  
 Free School Meals  
 EAL  
 All SEN /D  
 Looked after Children

Each school:

- collects, analyses and use data in relation to attendance and exclusions of different groups.
- avoids language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as 'less able'.
- uses a range of teaching strategies that ensures we meet the needs of all pupils.
- provides support to pupils at risk of underachieving.
- Is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of policies /provision, are schools are committed take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

Each school has an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

### **Positive Action**

take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events and acknowledge the importance of learning from primary sources

### **Other ways we address equality issues**

We keep minutes of meetings where equality issues are discussed, eg, Governors Meetings.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children, from the School Council, PSHE lessons, whole school surveys on children's attitudes to self and school (Pupil Attitude Survey).

- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans.
- ensure that we secure responses and feedback at Governing Body meetings

### **Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives. This is referenced within our School Development Plan.

### **Consultation, Implementation, monitoring and reviewing**

This policy was reviewed in February 2016 and it will be actively promoted and disseminated via a number of sources including the school website, newsletter, governors meeting, staff meetings and discussed in child friendly language with the Student council.

Implementation, monitoring and reviewing are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy that sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### **The roles and responsibilities within our school communities:**

#### **The role of the Trustees**

- Ensure the Trust fulfils its statutory duty with regard to the Equality Act
- review and ensure the effectiveness of the THLT Single Equity Policy by analysing equalities data provided by the Executive Group

#### **The role of the Executive Group**

- report on equalities objectives and outcomes to the Trustees across schools in the Trust; evaluate and make recommendations.

#### **The role of Local Academy Boards**

- Ensure the implementation of the Trust Single Equality Policy
- Approve a school based equity objectives and an accessibility plan
- Monitor school based equality outcomes to ensure effectiveness of provision in ensuring equalities duties are fulfilled:
  - do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
  - seek to ensure that people are not discriminated against when applying for jobs at the school on grounds of race, gender or disability.
  - take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
  - welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

- ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the Headteacher (or senior leader responsible for Equalities)**

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and ensures that records are maintained.

### **The role of all staff in THLT schools: teaching and non-teaching**

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the Trusts Single Equity Policy and the school's Equality Plans.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Visitors**

All visitors to our schools, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. The Hawksmoor Learning Trust is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.



## **Safeguarding**

The Hawksmoor Learning Trust considers safeguarding and child protection as paramount and is fully committed to ensuring the welfare and safety of all children within our Trust Schools. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. See Trust Child Protection Policy.

Approved by the Trustees on: .....

Signed: .....

## APPENDIX 1

### Check list for School Staff and Local Governors

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The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.	
This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.	
The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.	
The school publishes information to demonstrate purposeful action on the general duties.	
The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.	
The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.	
The school ensures that all staff understand and implement the key requirements of the Equality Policy.	
The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.	
The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.	
All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Council.	
The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.	
Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.	
The school environment is increasingly as accessible as possible to pupils, staff and visitors to the school.	
Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered.	
The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.	
The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.	

## APPENDIX 2



### **Nicholas Hawksmoor 2018 to 2020 EQUALITY OBJECTIVES.**

At Nicholas Hawksmoor Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

#### **Our School within the Wider Context (as at November 2018)**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

At Nicholas Hawksmoor:

- The percentage of pupils entitled to free school meals is significantly below the national average (3% vs 25%)
- The percentage of pupils from minority ethnic groups is much lower than the national average (6% v 32%). 94% of pupils are White British.
- The percentage of pupils with first language not English is much lower than the national average (4% vs 20%). 96% pupils first language is English.
- The percentage of pupils supported at SEN support is below the national average (9% vs 12%) The LA has recently decommissioned our Speech and Language Unit as an LA strategy, however, many of the pupils remain at NHPS across year groups and require ongoing support.
- The percentage of pupils with SEN statement level support matches the national average (1%) Cohort stability is slightly higher than the national average (89% vs 86%)
- Significantly few pupils come from deprived homes (0.07% vs 0.21% nationally)

## NHPS EQUALITY ACTION PLAN

Aspect of the Duty	Action	Action by	Monitored by	By	Annual Review RAG rate + commentary
Advance equality of opportunity between different groups	Monitor and support participation in sport to ensure vulnerable groups have access and take part in to NHPS programme (SEN/D / PP)	Sports Premium Leader	Headteacher	Monitor annually	2018 Good participation across all extra-curricular but need to target sports further
	Reduce the attainment gap in girls achieving Greater Depth in Maths at the end of KS2	Deputy Head & Head of Maths		Monitor Annually	2018
	Reduce the gender gap in boys achieving the expected standard in writing at the end of KS1	Deputy Head		Monitor annually	2018 Gender gap still larger than national gap but relates to SEN profile of cohort
	Monitor and support participation in performing arts to increase participation of vulnerable groups (SEN/D / PP)	Deputy Head	Performing Arts lead	Begin 2018 Monitor annually	

## APPENDIX 3



### STATEMENT ON THE SINGLE PUBLIC SECTOR EQUALITY DUTY

We have the highest aspirations for every child and place great value upon celebrating both individual achievement and personal development as children learn and grow with us. Our Trust ethos of 'Building Excellence' is underpinned by the themes of 'Quality, Enthusiasm and Partnership' in all that we do, and we are committed to giving all our children every opportunity to achieve the highest of standards.

Our policies help to ensure that this happens for all the children in our schools – regardless of their age, disability, gender, gender identity, ethnicity, religion/belief, attainment or background. The Trust and each school has a responsibility to carry out the Equality Duty. A copy of our Single Equality Policy is available to download from each of our schools' websites.

Each school also produces an Equalities Action Plan which is reviewed annually by the Local Academy Board and Trustees as part of the Equality Duty.

The Equality Act 2010 replaced 9 major Acts of Parliament as well as almost 100 sets of regulations dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all types of discrimination which are unlawful. The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. The Hawksmoor Learning Trust takes these obligations seriously: everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, it must not discriminate, harass or victimise a pupil, potential pupil or nay member of the community in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil.
- Recruitment

#### **Governance**

The Trustees and Local Academy Board are responsible for ensuring that the school meets the requirements of equality legislation through the following steps:-

- Ensuring the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions of behaviour.
- Supporting and guiding the school to have "due regard" for equality in all its functions.
- Ensuring the school complies with the Equality Duty.
- Reviews the Equalities Action Plan on an annual basis.

## APPENDIX 4



<b>NHPS ACCESSIBILITY ACTION PLAN 2017-2020</b>						
Target – To enable everyone, particularly people with disabilities, to make full use of facilities by being able to move conveniently and safely at all times.						
Requirements	Strategies	By Who	How	When	Desired Outcome	Review
Improve working environment for staff and pupils	Improve lighting around the school	Business Manager	CIF funding application to replace lighting around school	August 2017	Better lit environment	
Improve disabled access to school	Improve access to school from disabled parking bays	Business Manager / Site Manager	Drop curb works in carpark area.	Spring 2018	Improved access from car park to main entrance.	
Improve disabled access to school	Improve access to the roll along	Business Manager / Site Manager	Lower the emergency exit curbs		Ease of access for disabled to school building	
Improve facilities for disabled parents / staff / visitors	Replace the manual tap with an electronic tap in the disabled toilet.	Site Manager	Change tap	September 2018	Facilities support disabled	
Improve visual definition and quality of IT resources	Replacement of overhead screens with Inter active whiteboards	Business Manager	Capital funding for new IWBs	Y5/6 completed Sept 2018 Y3/4 2019 Y1/2 2019	New IWBs support teaching and learning	

Action Plans to be reviewed annually. Next review due Dec 2019.  
Approved by the Governing Body on 20 November 2018.

**APPENDIX 5 BULLYING / PREJUDICIAL INCIDENT RECORD**

Academic Year		Date of record		Prejudicial Incident	Bullying Incident																																				
<p><b>Incident related to:</b> tick all that apply</p> <table border="0"> <tr> <td data-bbox="98 439 165 465">Race</td> <td data-bbox="486 439 528 472"><input type="checkbox"/></td> <td data-bbox="596 439 970 465">Appearance of health condition</td> <td data-bbox="1059 439 1098 472"><input type="checkbox"/></td> <td colspan="3"></td> </tr> <tr> <td data-bbox="98 472 320 499">SEN or disabilities</td> <td data-bbox="486 472 528 506"><input type="checkbox"/></td> <td data-bbox="596 472 975 499">Related to home circumstances</td> <td data-bbox="1059 472 1098 506"><input type="checkbox"/></td> <td colspan="3"></td> </tr> <tr> <td data-bbox="98 506 193 533">Gender</td> <td data-bbox="486 506 528 539"><input type="checkbox"/></td> <td data-bbox="596 506 820 533">Religion or Culture</td> <td data-bbox="1059 506 1098 539"><input type="checkbox"/></td> <td colspan="3"></td> </tr> <tr> <td data-bbox="98 539 320 566">Sexual Orientation</td> <td data-bbox="486 539 528 573"><input type="checkbox"/></td> <td data-bbox="596 539 775 566">Other <small>Please specify</small></td> <td data-bbox="1059 539 1098 573"><input type="checkbox"/></td> <td colspan="3" data-bbox="1098 539 1460 573"></td> </tr> </table>							Race	<input type="checkbox"/>	Appearance of health condition	<input type="checkbox"/>				SEN or disabilities	<input type="checkbox"/>	Related to home circumstances	<input type="checkbox"/>				Gender	<input type="checkbox"/>	Religion or Culture	<input type="checkbox"/>				Sexual Orientation	<input type="checkbox"/>	Other <small>Please specify</small>	<input type="checkbox"/>										
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<b>Date of incident:</b>		<b>Time:</b>	<b>Location:</b>																																						
<b>SUMMARY OF INCIDENT</b>																																									
<b>Background information:</b>			<b>Nature of incident:</b>																																						

Frequency and duration of bullying/prejudicial behaviour				
Once or twice		Persisting over two months		
Several times a week		Persisting for more than a year		
<b>Other notes on incident</b> : including relevant previous behaviour				
Staff detail				
To whom the incident was reported		Position		
Pupil Name	Pupil Involvement (Aggressor, Target, Witness, Participant, Bystander)	Gender	Ethnicity	Has pupil provided a description of incident? (if <b>yes</b> , please attach)

Please specify Ethnicity Groups:  
A-White, B- Mixed, C- Asian or Asian British, D – Black or British black, E –Chinese or other ethnic group,  
F – White Irish Traveller or Gypsy /Roma



<b>Action Agreed</b> (specify actions agreed by each individual)				
<b>Name</b> <i>(Pupil, Parent, Staff)</i>	Action including support for pupil <i>(Pupil, Parent, Staff)</i>	Parents Informed (yes/no)	Review Date	Outcome of review <i>(Resolved/Specify if Further Intervention Required)</i>

Completed by .....

Role..... Date .....

Checked by .....

Role ..... Date .....

**Outcome of follow up and further actions taken:**

Has the bullying stopped?      Yes       No