Lincoln Minster School
The best in everyone™

Anti-Bullying Policy

1. Policy Statement

The aim of the Anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment where they feel secure and able to express themselves freely, where they can form relationships and learn at their own pace and without anxiety. The policy has regard to current DfE guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (October 2017), Keeping children safe in education 2025 (Statutory guidance for schools and colleges), The Equality Act 2010 and schools (Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014) and is compliant with the National Minimum Standards for Boarding Schools (2022), Standard 16. This policy, and the procedure contained within it, is designed to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it from happening. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We are committed to taking action to reduce the risk of bullying at times and in places where it is most likely to occur. We believe that only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at Lincoln Minster School.

Lincoln Minster School aims to work in partnership with parents to encourage every pupil to act with integrity, responsibility and concern for others. We also seek to promote mutual understanding and respect for others whilst giving each pupil the confidence and independence of mind to enjoy a fulfilling and successful life. As a result, we are committed to having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebrate success.

All staff and parents must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. Bullying may occur directly or through cyber technology. The consequences of bullying may be very serious and can cause psychological damage therefore we take it very seriously, taking action to reduce the risk of bullying at times and in places where it is most likely. We do not condone any initiation ceremonies intending to cause pain, anxiety or humiliation, and pupils must be encouraged to report all instances of bullying. Therefore, as a school we are committed to raising awareness of all staff, both teaching and non-teaching, through training to be equipped to identify and deal with all incidents of bullying, and more importantly, to prevent it. We are also committed to ensure that through training the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where and when appropriate, we will invest in specialised skills to understand the needs of pupils, including those with SEN or disabilities and LGBTQ pupils.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

This policy forms part of the school's wider anti-bullying strategy required under the Independent School Standards Regulations (Part 3, paragraph 10)

Lincoln Minster School is fully committed to ensuring that the application of this Anti-bullying Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties, including prospective parents, on our website and on request from the school offices and should be read in conjunction with the following documents and policies: Rules, Rewards and Sanctions, Exclusion, Removal and Review, PSHE schemes of work. There is also a Behaviour Policy which can also be accessed on the school website.

This document is reviewed annually by C Brigden; Deputy Head Pastoral and A Coupland (Head of the Preparatory School) or as events or legislation change requires.

Reviewed By	C Brigden; Head A Coupland; Prep Head
Date	September 2026
Reason for Change	Annual review
Next review date	September 2027

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2. Definitions

Any behaviour which is threatening or makes an individual or group feel unhappy, uncomfortable or intimidated in school (or outside it) is clearly not acceptable. Such behaviour may be regarded as bullying.

Most bullying has some things in common:

- It is deliberately hurtful behaviour
- It is usually repeated over a period of time
- It is often motivated by prejudice against particular groups
- It is difficult for those being bullied to defend themselves

Bullying can be:

- Something that occurs directly, or through cyber technology and prejudice based because of a protected characteristic
- Emotional or psychological, – being unfriendly, excluding, tormenting, threatening gestures.
- Physical – pushing, kicking, hitting, punching, tripping or any use of violence.

- Verbal – name-calling, sarcasm, spreading rumours or teasing.
- Damage to property or theft
- Racial, religious or cultural – taunts, graffiti, gestures, insulting remarks on racial, religious or cultural grounds.
- Sexual /sexist – unwanted physical contact, sexually abusive comments, or comments and actions relating to gender.
- Homophobic/transphobic – focus on the nature of a person's sexuality.
- Disability related – focused on an individual's physical disability
- Targeted towards individuals whose special educational needs make them particularly vulnerable.
- Motivated by actual or perceived differences – e.g. if a child is adopted or a carer
- Cyber – all areas of internet, such as email and internet chat room misuse. Threats by text messages and phone calls. Misuse of associated technology such as cameras and video facilities.

3. Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic) or takes unusual absences
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- feigns illness
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has money continually 'lost'
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

- stops eating

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

There may be evidence of changes in work patterns, lacking concentration or truanting from school. Victims of bullying may experience many immediate mental or physical health-related consequences and may suffer from anxiety disorders and depression. In extreme cases they are at risk of committing suicide. A bullying incident is treated as a child protection concern where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm. In this case the bullying may be referred to the police or social care.

Where bullying behaviour may constitute child-on-child abuse, sexual harassment, sexual violence, or other forms of harmful behaviour between pupils, the matter will be managed in accordance with the school's **Safeguarding Policy** and referred to the Designated Safeguarding Lead without delay. Records will be maintained in line with safeguarding procedures.

Pupils who bully others may also experience short-and long-term consequences of their bullying behaviour. They may become depressed as a result of their actions.

Whilst bullying is not a specific criminal offence, the Public Order Act 1986 made it an offence to use towards another person threatening, abusive, or insulting words or behaviour. It is a similar offence to distribute or display anything that is threatening, abusive or insulting.

A further offence of intentionally causing harassment was introduced by the Criminal Justice and Public Order Act 1994.

4. Procedures for dealing with bullying: what to do if you think a child is being bullied

In the first instance, it is important to make it clear to the victim that revenge is not appropriate, and to the bully that his/her behaviour is unacceptable, and has caused distress. Every effort is made to resolve the problem through counselling of both parties.

At this stage, parents of both parties are informed of what has happened and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear factual way on CPOMS.

If the bullying behaviour continues, and counselling has not worked, then appropriate sanctions will follow, ultimately including exclusion, which may be necessary in cases of severe and persistent bullying. Bullying on the basis of protected characteristics is taken particularly seriously.

a. Senior School

Pupils are told…
If you are being bullied, or you know someone else is, please tell a member of staff straight away and it will be dealt with.

Not telling means the victim will continue to suffer and the bully will carry on, probably with others too. We all have a responsibility to ensure that bullying is not allowed to continue in our school. Specific people who may be able to help, no matter when or where the bullying occurred:

During the day:	Form Tutor Head of Year Deputy Heads Head Prefects Older pupils or friends
Outside the day:	Parent/Guardian

Parents / guardians are told…
If you think that your child may be being bullied, or they tell you that they are, please let us know straight away. Please reassure them that we will deal with it sensitively, but firmly.

If your child tells us they are being bullied, or we discover that they are bullying others, we will contact you and will discuss together how the situation can be improved.

Staff are told…
If you think that bullying is happening, talk to the pupils concerned, and ask them what has been happening. Either ask them to write it down, or do so yourself, so that it can be passed on to the tutor. We need to be particularly vigilant at breaks and travelling times between lessons, around corridors between lessons and in the area of changing rooms and toilets. These are times and places where victims are more vulnerable and bullying is not seen easily. In boarding it is particularly important to have a high level of vigilance and to ensure that behaviour towards new boarders is supportive and does not involve any form of initiation.

Curriculum work can enhance this policy within specific subject areas, e.g. Drama/English and through the P.S.H.E. programme. School assemblies may also be an effective way to deal with this issue.

b. Preparatory School including EYFS

The Head and Deputy Head of the Preparatory School set the school climate of mutual support and praise for success, so making bullying less likely. When children feel that they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

However, a state of high vigilance is maintained at all times, with a 'it is likely to be happening here' attitude maintained at all times.

The pupils are made aware that encouraging other people to engage in any manifestations of bullying as defined above is also bullying, even if they do not directly do any of them themselves. In fact in some ways, it is even worse because it has a bad effect on the people you get to do these things, as well as on the victim.

EYFS Approach to Bullying and Behaviour

In the Early Years Foundation Stage (EYFS), we recognise that behaviour is often linked to children's stage of development, particularly in relation to communication and emotional regulation. What may be perceived as bullying is often unintentional and requires careful support and guidance from adults.

Staff work proactively to promote positive behaviour through:

· modelling kindness, respect and inclusion

· supporting children to share, take turns and cooperate

· helping children to understand and express their feelings

· using clear, simple language to explain expectations

· providing consistent routines and boundaries

Children are encouraged to:

· tell an adult if they feel upset or worried

· seek help from a trusted adult immediately

All incidents are taken seriously and addressed promptly. Staff support children to understand the impact of their behaviour and to develop empathy for others. Where patterns of behaviour emerge, staff will work closely with parents and, where appropriate, external agencies.

The key person system plays an important role in monitoring children's wellbeing, supporting relationships and ensuring early intervention where concerns arise.

KS1 and KS2 Pupils

All children will have an opportunity to discuss bullying during their PHSEE lessons especially at the start of the year and during other times. It is also followed up in RS, ICT and Form Times, as well in specific subjects such as History (prejudice). In the Early Years Foundation Stage (EYFS) the children discuss issues as part of PSED. Some assemblies will also be on the theme of discouraging any form of

bullying. Part of the ICT programme is on internet safety and dealing with inappropriate material. We always support the National annual Anti-Bullying campaign and engage in competitions and projects on offer. The Prep School a closely aligned with the *Anti-Bullying Alliance* and achieved their Silver Standard in 2022

Pupils are told…
If you know someone is being bullied, take action!

Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own. If you feel you cannot get involved, tell an adult immediately. Teachers have ways of dealing with the bully without getting you into trouble. Do not be, or pretend to be, friends with a bully.

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is wrong!
- Be proud of who you are. It is good to be an individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends / people. There is safety in numbers.
- Be assertive – shout 'No!' and walk confidently away. Go straight to a teacher or member of staff.
- Talk to a teacher or parent / guardian.
- Generally, it is best to tell an adult you trust straight away. You will get immediate support. All adults in school can offer help and support and particularly your Form Tutor/Class Teacher, Deputy Head, Head.
- If you are being bullied outside school or cyber-bullying is taking place talk to your parents or an adult in school.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

Parents / guardians are told…
If you feel your child may be a victim of bullying, inform school immediately. Your concern will be taken seriously and appropriate action will follow. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard. It is important that you advise your child not to fight back. It can make matters worse!

If you know or suspect that your child is involved in bullying, please report the matter to the school. It will be in their best interests to try to bring the matter to a speedy conclusion by having it dealt with where it is happening.

All information will be treated with the utmost discretion.

Staff are told…

Please report all actual or suspected incidences of bullying to the relevant form tutor, as well as taking any immediate appropriate action. Even apparently trivial incidences should be reported, because they help to create an overview of a situation and potentially serious patterns can be observed in this way.

Remember to reward all children in a manner appropriate to their age for consideration and kindness to others – reinforcing positive behaviour is just as important as countering negative conduct. Often a word of thanks, acknowledging that you have noticed, will be quite sufficient.

5. Dealing with incidents of bullying

A central record of bullying incidents is kept by the Deputy Head Pastoral/ Head of Preparatory School/ on CPOMS to check for trends or patterns and to evaluate the effectiveness of the approach adopted. From time to time, pupils have the opportunity to comment on the anti-bullying policy and procedure and their opinions are sought to check that they do not identify bullying as a problem in this school. Feedback from pupils and parents, gathered through surveys, pastoral systems and consultation, is used as part of the annual review of this policy to ensure that the school's approach remains effective and responsive to pupil experience.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded on CPOMS
- the pastoral team will interview all concerned and will record the incident on CPOMS
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers
- parents of both the victim and alleged perpetrator will be kept informed
- punitive measures will be used as appropriate
- ultimately exclusion may be necessary in severe and persistent bullying
- in cases of severe and persistent bullying exclusion may be necessary
- detailed notes are kept by the pastoral staff at all stages of this process on CPOMS
- CPOMS reports enable patterns to be identified in terms of both victims and perpetrators and will inform our intervention measures.

Children involved in bullying will meet regularly with the Deputy Head Pastoral/Form Tutor/ HoY/ Head of the Preparatory School / Staff mentor at the end of the school day to discuss the events of the day. A diary may need to be kept by both children and the staff involved. Regular contact will be kept with parents. When the situation has been addressed meetings will be less frequent unless further action is required.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support

- restoring self-esteem and confidence
- taking the necessary steps to prevent more bullying

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- restorative support

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- fixed-term exclusion
- permanent exclusion

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. This policy applies equally to both day school and boarding. In boarding, staff are particularly aware of the potential for bullying.

Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour that are relevant. If staff feel that an offence has been committed, assistance should be sought from the police.

6. Monitoring, evaluation and review

The school reviews this policy annually and assesses its implementation and effectiveness, having due regard to relevant legislation and government guidance. The policy is promoted and implemented throughout the school.

7. Key sources of information

DfE (2017), Preventing and tackling bullying
Schools' duty to promote good behaviour:
http://www.legislation.gov.uk/ukpga/2006/40/section/89
http://www.legislation.gov.uk/uksi/2010/1997/contents/made

Childline: www.childline.org.uk/

Kidscape: www.kidscape.org.uk

The Anti-Bullying Alliance (ABA): http://www.anti-bullyingalliance.org.uk/

The Diana Award: http://diana-award.org.uk/

The BIG Award: www.bullyinginterventiongroup.co.uk

Restorative Justice: http://www.restorativejustice.org.uk/

Cyberbullying:
Childnet International: http://www.childnet.com/

Pupils with SEND and disabilities:
http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

Advice on Child Internet Safety 1.0:
www.gov.uk/government/publications/advice-on-child-internet-safety-10-universal-guidelines-for-providers

Appendix 1: CYBERBULLYING

Cyberbullying is a type of aggression defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'. The Anti-Bullying Association has identified seven types of cyberbullying, ranging from abusive text messages, emails and phone calls, to bullying in internet chatrooms, social networking sites and instant messaging:

1. **Text messages** – unwelcome texts that are threatening or cause discomfort.

2. **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.

2. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

3. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.

4. **Chatroom bullying** – menacing or upsetting responses to children or young people when they are in a web-based chatroom.

5. **Instant messaging** – unpleasant messages sent as children conduct real-time conversations online.

7. **Bullying via websites** – use of defamatory blogs (web logs), personal websites and online personal polling sites.

Cyberbullying is insidious; it can be conducted 24 hours a day, seven days a week, following children into their private space and outside school hours. It can be anonymous. The audience is large and can be reached rapidly. Unlike other forms of bullying, a single incident can be experienced as a multiple attack – a video posted to a website can be copied to many different sites. Bystanders can become accessories by passing on a humiliating message. Messages on social networking sites remain there to damage social life and friendships and, in the case of teaching staff, reputation and credibility.

<u>Strategies to address and prevent cyberbullying</u>

In the Senior School

All tutors make clear to their tutor group what constitutes cyberbullying. They need to raise awareness of cyberbullying and remind pupils of their responsibilities in the use of ICT both in school and beyond. Instances of cyberbullying will be taken very seriously and any pupil who is a victim should not hesitate to report it to their tutor, HoY, Deputy Head Pastoral or the Head. Any allegations will be investigated in conjunction with the ICT Systems Manager and sanctions will be imposed, the nature of these being related to the individual situation.

- All pupils are reminded that they have signed an acceptable use policy in order to use ICT in school. Abuse of the school ICT system could result in that pupil being banned from use for a specified period.
- The ICT technical team are required to conduct random searches of internet use records within school or to conduct searches following an allegation of cyberbullying
- Mobile phones may be brought to school but should not be used during the school day to ether make or receive calls. In the same way text messages should not be sent during the day.

In the Preparatory School including EYFS

In order to help our children deal with cyberbullying, we make them aware of the issues during ICT, PHSEE and PSED lessons appropriate to their ages. We communicate with parents, advising them on the issues surrounding the internet and helping parents know about emerging technologies their child might be using. We hold staff training sessions on e-safety and ensure all children know where to go for help either through a member of staff, through the 'Think you know' website or by reporting it online.

Appendix 2: PREVENTING BULLYING

Bullying is always difficult for the victim and bully to deal with. We are committed to preventing bullying wherever possible by establishing an environment of mutual respect and good behaviour. We expect staff and older students to set good examples of behaviour and we reward good behaviour in line with United Learning values. Form tutors, through the PSHE programme, address bullying and encourage pupils to understand the parts played by bully, victim and bystanders with a view to preventing bullying from occurring.

The policies which relate to bullying are available to all on the school website. We encourage parents to be involved in discussing bullying with their children and to be partners with the school in dealing with bullying if it arises. Pupil mentors and prefects play an important role in working with staff to be alert to the potential for bullying to occur and in creating an environment of good behaviour and respect.

Appendix 3: REPORTING OF RACIST INCIDENTS

The Public Sector Equality Duty (PSED) places a duty on all schools to eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010. At Lincoln Minster School, we recognise that reporting these incidents will be seen as evidence of our capacity to confront this problem and not as a reflection of our effectiveness.

The school's commitment to race equality

Lincoln Minster School is fully committed to meeting its obligations under the Race Relations Amendment Act 2000. To meet the specific duties of the RRAA 2000 we:

- Ensure that all students and staff are encouraged and able to achieve the best of which they are capable
- Respect and value differences between people
- Prepare students for life in a diverse society
- Make the school a place where everyone, taking account of race, colour, ethnic or national
- origin, feels welcomed and valued
- Promote good relations between different racial and cultural groups within the school and
- within the wider community
- Ensure that an inclusive ethos is established and maintained
- Acknowledge the existence of racism and take steps to prevent it
- Oppose all forms of racism, racial prejudice and racial harassment
- Are proactive in tackling and eliminating unlawful discrimination.

Identifying Racist Behaviour

The Stephen Lawrence Inquiry report states that "a racist incident is any incident which is perceived to be racist by the victim or any other person." This means that if anyone - the victim, a witness, parent or staff member - perceives an incident as racist, it should be investigated and recorded as such, though the investigation may determine that the incident was not racially motivated.

Racist incidents can involve any member of the school community and may be:

- pupil to pupil
- pupil to adult
- adult (teacher, parent, support staff, visitor to school) to pupil
- adult to adult

  Some incidents may not involve a direct victim, and these are described as 'victimless'. This is where, for example, a student makes derogatory comments about a particular racial group but there are no members of that group in the classroom.

  Some other typical examples of racist incidents include:
- incitement of others to behave in a racist way such as bringing racist leaflets, magazines or computer software into school
- physical assault against a person or group because of colour, race and/or ethnicity
- verbal abuse and threats
- derogatory name-calling, insults, racist jokes and language
- racist graffiti - wearing racist badges or insignia and other provocative behaviour
- racist comments during lessons
- attempts to recruit other students to racist organisations and groups
- refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect
- ridiculing someone because of their cultural differences

Investigating Racist Incidents

All racist incidents, no matter how trivial they seem, will be investigated as quickly as possible. To optimise witness recall this should preferably be within one hour (or as soon as possible thereafter) of the incident taking place. The lead person responsible for investigating racist incidents is the HoY/Deputy Head Pastoral/Head of Prep School.

When investigating the incident, we will respond appropriately to both the nature of the racist incident and to its level of seriousness. We will be mindful of factors such as:

- the age and level of understanding of the perpetrator
- whether the perpetrator intended to inflict physical or emotional harm on the victim/s and whether they were aware of the effects of their action
- whether actual and/or serious physical or emotional harm was inflicted on the victim/s
- whether the incident was a one-off or part of a pattern

Recording and Reporting Racist Incidents

CPOMS should be used to report incidents and complaints. In some cases, it may be necessary to work with the LA Designated Officer for Safeguarding (LADO) to address the issue. The police will only be informed if school believes a crime has been committed e.g. if an assault takes place.

In addition, logged incidents and the action taken will be reported to the Governing Body on a termly basis if any incidents occur. This will allow the governing body to monitor the number and type of incidents and to assess the effectiveness of the action taken.

We will regularly analyse our recorded information to identify trends or patterns regarding the nature of incidents, who is involved and where incidents are happening. This will enable us take a proactive approach in preventing racist incidents.

In the case of serious incidents, an assessment will be needed to find out:

- whether the incident was so serious that the whole school community needs to be informed
- whether teachers should explain the circumstances to all students
- whether all parents/carers need to be informed

Dealing with Racist Incidents

When investigating a racist incident the school will:

- Investigate the incident to establish the facts and record on CPOMS.
- Provide support and assistance to the victim
- Identify the action to be taken with regard to the perpetrator(s)
- Inform the parents of the victim(s) and perpetrator(s) of the incident and the action taken
- Where a staff member is the victim or perpetrator, ensure other procedures are followed (e.g. disciplinary or accident reporting)
- Keep a formal record of the incident, including the action taken where the incident is a serious one, notifying other agencies such as the LADO and/or the Police
- Carrying out regular analysis of the number and nature of racist incidents to inform future policy development

Teachers will use their professional judgment in dealing with specific incidents but should refer to the guidance as stated above.

Incidents Involving Students

Victims will be offered immediate support appropriate to the nature of the incident in order to avoid longer-term distress. They will be given the opportunity to express their own feelings and concerns and may wish to have an input into how the incident is dealt with. Victims can also be referred to or advised of external organisations for further support and advice if appropriate.

In all cases, the HoY/Head of Prep will contact the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored.

It is important that perpetrators are given an explanation of why their action is unacceptable. Appropriate sanctions should be identified, explained to the perpetrator and then applied. In dealing with perpetrators, schools should be mindful that racist behaviour is often a reflection of feelings of inferiority and worthlessness. The school might wish to consider whether guidance or counselling is needed in order to prevent recurrence.

The parents of the perpetrator should be informed of the incident and the action that is being taken.

Incidents Involving Staff

Where a staff member is a victim of a racist incident, it is good practice for the incident to be reported to, investigated and dealt with by a senior member of the school. Any racist incident in which a member of staff is the alleged perpetrator should be dealt with by the Headteacher. Schools should ensure that the perpetrator is dealt with in line with their Staff Disciplinary Procedures.
Where a complaint is against a Head, this should be referred to the Local Governing Body.

Incidents that Occur Outside the School and/or Out of School Hours

Occasionally, students or staff will report incidents that have occurred outside the school. This may be on journeys to and from school, during school organised off-site activities or within the immediate vicinity of the school. Such incidents will be afforded the same level of response as those which occur inside the school grounds.
Depending on the nature and place of the incident, we may refer to external agencies for support or advice. If necessary, we will report such incidents to the police.