



**CHADSGROVE SCHOOL  
POLICY ON  
PUPIL BEHAVIOUR,  
SUPERVISION, RACIAL  
HARASSMENT,  
ANTI-BULLYING &  
EXCLUSIONS**

**September 2017**

POLICY NO. 56

APPROVED BY GOVERNING BODY: 09/10/2017

AUTHOR: DEB RATTLEY

# INDEX

	<b><u>Page</u></b>
Introduction	3
Pupil Behaviour	3
Pupil Supervision	4
Anti Bullying	4
<b>The Education and Inspections Act 2006</b>	<b>5</b>
<b>The Equality Act 2010</b>	<b>6</b>
<b>The Education Act 2011</b>	<b>6</b>
<b>Dealing with Bullying and Responding to Incidents</b>	<b>6</b>
<b>Exclusions</b>	<b>7</b>
<b>Bullying Incident Record</b>	<b>7</b>
Evaluation	7
<b>Appendices</b>	<b>8</b>
Appendix 1	9
Appendix 2	10
Appendix 3a	11
Appendix 3b	13
Appendix 3c	15
Appendix 4	17
Appendix 5	20
Appendix 6	22
Appendix 7	25
Appendix 8	26

## Introduction

Children who feel good about themselves learn more easily and retain more information.

With this rationale, Chadsgrove aims to promote a happy, friendly, calm and safe environment. Any form of bullying or dire misbehaviour can threaten the status quo and thus must be checked and dealt with promptly.

The value of friendship must be emphasised and pupils are encouraged to appreciate the difference between bullying and simply 'falling out'.

Ultimately, any form of behaviour that causes upset or distress within the school will be responded to in an appropriate, respectful and coherent manner.

All pupils, through School Council, have had the opportunity to contribute to the values of the school. The final set of values was determined by the School Council in July 2015.

## Pupil Behaviour

Children at Chadsgrove are expected to behave reasonably at all times. Standards of acceptable behaviour arise from example, guidance, common sense, awareness of the needs of others, respect, co-operation, honesty and trust. The wide age range of ability and maturity of pupils at Chadsgrove needs to be taken into account when considering expectations and discipline. It is also important to investigate possible contributory factors to misbehaviour e.g. changed home circumstances, medication, specific disability etc.

Democratically drawn up 'Class Rules' establish peer group standards and respect.

Although it is reasonable for pupils' behaviour to be more relaxed at lunch times, anti-social behaviour will not be tolerated. This is also true for travel on the daily school transport. Lunch time superintendents and minibuss passenger assistants and drivers can expect full support from the Headteacher and other school staff. It is important that behaviour modification is implemented promptly, preferably when behaviours are initially manifested, where appropriate.

In general, when a pupil's behaviour falls short of acceptable standards, the class teacher or member of staff directly involved at the time will intervene to rectify and appropriately admonish the perpetrator with clear explanations and instructions. If sanctions seem fair to the pupil they will respond more positively, e.g. completion of work during break if misbehaviour in class causes delay.

Positive Physical Intervention (PPI) would only be used in exceptional circumstances and as a very last resort if a pupil's behaviour could not be controlled with other approaches. PPI would be used if a child was in severe danger of hurting themselves, hurting others or causing serious damage to property (Appendix 1)

## Pupil Supervision

We expect all children at Chadsgrove to be properly supervised by an adult whilst at school, travelling to or from school, or on school trips or residential visits. The School takes its responsibility of acting in loco parentis extremely seriously. The level of supervision will inevitably be related to the activity in progress and the age, maturity, degree of physical disability and susceptibility to epileptic fits of the pupil.

Whilst a classroom lesson is in progress a teacher, or on some occasions a TA4, will always be present except for very brief periods – e.g. to answer a telephone or quickly deal with an emergency query. It is expected that a teaching assistant will be present to supervise the group during these brief absences dependent on level of need. For more extended, unavoidable periods another teacher should be informed of the teacher's absence and one or two teaching assistants should be delegated to supervise the group if a teacher is not readily available. In some instances, dependent on level of need, a teaching assistant may be regularly timetabled to work with a group of children after discussion with a teacher.

The school bell sounds to indicate lesson changes, breaks and start and finish of the school day.

No child should be left in school prior to 9.00a.m. by minibus passenger assistants or parents/carers unless by prior arrangement with the Headteacher. Usually school staff are not available until this time, because of the daily staff briefing.

During morning and lunchtime playtimes a designated member of teaching staff will patrol the areas of school where children play. These rotas and replacement staff are organised by the Headteacher. During dinner time most Teaching Assistants are on duty assisting with feeding, and many teachers perform a voluntary supervisory role during the meal time. Children's Superintendents assume responsibility for the end of the meal until afternoon school at 1.30pm or 2.00pm depending on shift. The Headteacher, Deputy Headteacher or Assistant Headteachers are "on call" during this time and other members of staff may be willing to assist in an emergency should this be necessary at this time. A bell rings at 1.25pm to indicate to children and staff that the lesson is about to begin. Teaching staff assume responsibility for the children at 1.30pm but are expected to vacate the staff room by 1.25pm to facilitate this.

When the bell for the end of afternoon school rings then children are either ushered into the hall or wait in their respective classes for their minibus passenger assistants or parents/carers to collect them. The passenger assistants assume responsibility for the children on to the buses (and off the buses in the mornings) and on the journeys to and from school. Teaching staff are on duty in the hall each afternoon, in Early Years and at the main entrance.

## Anti-Bullying

Bullying is an anti-social behaviour which affects everyone and as such, will not be tolerated in Chadsgrove.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. rumours, excluding others from group)
- Cyber (e.g. MSN, texting, Facebook)

Chadsgrove staff will maintain a watchful eye for any behavioural changes in pupils, e.g. becoming shy or nervous, withdrawn or feigning illness. Pupils will be encouraged to feel safe and confident in the knowledge that they will be supported when reporting incidents. During investigation staff will remain calm and impartial, calling for support should this prove difficult. The Life Space Interview (see Appendix 2) offers a format for the effective handling of an incident. It gives time for both the pupil and adult to share their perspectives and to work together on a possible solution. Reported incidents will be investigated and recorded, in line with the school's Safeguarding policy (see Appendix 3a, 3b & 3c: Logging a concern about a child's Safety and Welfare/ a racist incident / a child's behaviour). These forms will be completed and kept in a locked cabinet and the incident will also be recorded in a bound book.

Pupils who have been bullied will be:

Listened to  
Helped to recognise their innate resources and self worth  
Reassured and given emotional and practical support  
Encouraged to discuss the issue with friends or peer group  
Helped to seek a solution through manageable steps

Pupils who have bullied will be:

Listened to  
Encouraged to understand and recognize the effect of their actions  
Encouraged to offer a genuine apology  
Helped to plan how some behaviours may be used in a positive way

In dealing with issues concerning bullying, Chadsgrove endorses the information contained within the following:

### **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- gives Headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

Chadsgrove complies with this Act

## **The Equality Act 2010**

A key provision of the Equality Act 2010 is the public sector Equality Duty which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Chadsgrove complies with the Equality Duty.

The Equality Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. Again, Chadsgrove complies with this law.

## **The Education Act 2011**

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Chadsgrove will use these powers if it is felt that there are justified reasons for doing so.

## **Dealing with Bullying and Responding to Incidents**

Chadsgrove will:

- involve parents/carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- involve pupils so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions where necessary so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality

- provide effective staff training so that all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support
- work with the wider community such as the police and children's services, if necessary, in order to ensure that problems are resolved
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on
- create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- celebrate success so that a positive school ethos is created
- investigate and act upon any reports of bullying outside school if this is reported to school staff

### **Exclusions**

We follow the Worcestershire County Council guidance as described in Appendix 4 & 5.

### **Bullying Incident Record**

Chadsgrove School maintain a record of all bullying incidents. Refer to Appendix 6.

### **Bullying Incident Record**

Any form of racial harassment will not be tolerated. In line with Government definitions Romany gypsy and traveller children are considered to be an ethnic minority. Forms for reporting incidents of racial harassment are included in Appendix 7 & 8.

### **Evaluation**

The context within the above policy operates and/or the areas of the curriculum within it applies demand that the policy is reviewed at suitable intervals.

Signed.....  
Chair of Governors

Date.....

## Appendices

1. Use of physical intervention: Guidance for Teaching and Support Staff
2. 'I ESCAPE': Life Space Interview
3. Chadsgrove School and Specialist Sports College
  - a. Form 1: Logging a Concern about a Child's Safety and Welfare
  - b. Form 2: Logging a Concern about a Racist Incident
  - c. Form 3: Logging a Concern about a Child's Behaviour
4. Worcestershire County Council's Exclusion from Schools
5. Model letter for Advising Parents/Carers of a Permanent Exclusion
6. Bullying Incident Record
7. Racial Harassment Investigation Form
8. Racial Harassment Recording Form



**The Use of Physical Intervention –**  
**Guidance to teaching staff and support staff**

1. Physical intervention should only be used in exceptional circumstances i.e. if the child's behaviour presents a danger to:
  - a) The child him or herself
  - b) Other people
  - c) Serious damage to property
2. Physical intervention should be used only as a last resort i.e. if dialogue and diversion have failed.
3. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
4. Physical intervention should not continue longer than necessary. As soon as it is safe to do so the physical intervention should be gradually relaxed.
5. The age and the size of the child should be taken into consideration when applying physical intervention. Only the minimum amount of physical intervention to prevent injury or damage should be used.
6. Wherever possible the presence of another member of staff is advisable if physical intervention has to be used. This is particularly important where a male teacher has to restrain an adolescent girl.
7. If a child is determined to leave the premises teachers may:
  - a) Use their physical presence to obstruct the exit and to remonstrate with the child
  - b) Use appropriate physical intervention to prevent him/her from leaving if in serious danger of injuring themselves or others.

If these strategies are not successful physical intervention may be used i) the circumstances outlined in point 1 are applicable; or ii) there is no responsible adult at home to take charge – or at least to inform

8. Any incident involving the use of physical intervention should be reported, verbally to the Headteacher immediately and this should be followed by a written report of the incident within 24 hours.

## **Life space interview** **(for after an incident)**

- I**      **isolate (find quiet corner)**
- E**      **explain (listen to account of incident)**
- S**      **share (tell how it looked from other side)**
- C**      **connections (relate to other incidents or feelings & behaviours)**
- A**      **alternatives (what else could you do?)**
- P**      **plan (what are you going to do)**
- E**      **evaluate**

# Safeguarding Form 1

## CHADSGROVE SCHOOL FORM 1

Pupil's Name: <b>Logging a Concern about a Child's Safety and Welfare</b>		Lead Number and visitors (Office Use Only)
Date concern / incident noted:		Time:
Date this form was completed:		Time:
Name of person completing the form:	Position:	Signature:
Record the concern. Make sure you note <b>who</b> was involved, <b>what</b> happened, <b>where</b> and <b>when</b> it happened.		
Why does the information recorded above cause you to be concerned?		
Any other information (e.g. Witnesses or immediate action taken)		
Who have you shared this information with?		

Check to make sure your report is clear now and will also be clear to anyone who may need to read it in the future

**PLEASE PASS THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD**  
(Deb Rattley or, in her absence, Angela Macvie)

TO BE COMPLETED BY THE DESIGNATED SAFEGUARDING LEAD OR DEPUTY DESIGNATED SAFEGUARDING LEAD

Are the pupils name and date of birth Correct?	
Are any dates on the form correct?	
Has a record been made of the completion of this form in the Central Safeguarding Record book?	
Is the information contained within the report clear?	
What further action has or needs to be taken? (continue on a separate sheet if necessary but make a note that you have done so and attached to this form securely)	
Signed:	
Role:	
Date	

**CHADSGROVE SCHOOL**  
**FORM 1**  
**Logging a Concern about a Racist Incident**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Log Number:</b> (Office Use Only)
Date concern / incident noted:		Time:
Date this form was completed:		Time:
Name of person completing the form:	Position:	Signature:
Record the concern. Make sure you note <b>who</b> was involved, <b>what</b> happened, <b>where</b> and <b>when</b> it happened.		
Why does the information recorded above cause you to be concerned?		
Any other information (e.g. Witnesses or immediate action taken)		
Who have you shared this information with?		

Check to make sure your report is clear now and will also be clear to anyone who may need to read it in the future

**PLEASE PASS THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD**  
 (Deb Rattley or, in her absence, Angela Macvie)

TO BE COMPLETED BY THE DESIGNATED SAFEGUARDING LEAD OR DEPUTY DESIGNATED  
SAFEGUARDING LEAD

Are the pupils name and date of birth Correct?	
Are any dates on the form correct?	
Has a record been made of the completion of this form in the Central Safeguarding Record book?	
Is the information contained within the report clear?	
What further action has or needs to be taken? (continue on a separate sheet if necessary but make a note that you have done so and attached to this form securely)	
Signed:	
Role:	
Date	

# Safeguarding Form 1

## CHADSGROVE SCHOOL FORM 1

### Logging a Concern about a Child's Behaviour

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Log Number:</b> (Office Use Only)
Date concern / incident noted:		Time:
Date this form was completed:		Time:
Name of person completing the form:	Position:	Signature:
Record the concern. Make sure you note <b>who</b> was involved, <b>what</b> happened, <b>where</b> and <b>when</b> it happened.		
Why does the information recorded above cause you to be concerned?		
Any other information (e.g. Witnesses or immediate action taken)		
Who have you shared this information with?		

Check to make sure your report is clear now and will also be clear to anyone who may need to read it in the future

**PLEASE PASS THIS FORM TO THE DESIGNATED SAFEGUARDING LEAD**  
(Deb Rattley or, in her absence, Angela Macvie)

TO BE COMPLETED BY THE DESIGNATED SAFEGUARDING LEAD OR DEPUTY DESIGNATED  
SAFEGUARDING LEAD

Are the pupils name and date of birth Correct?	
Are any dates on the form correct?	
Has a record been made of the completion of this form in the Central Safeguarding Record book?	
Is the information contained within the report clear?	
What further action has or needs to be taken? (continue on a separate sheet if necessary but make a note that you have done so and attached to this form securely)	
Signed:	
Role:	
Date	



## **WORCESTERSHIRE COUNTY COUNCIL'S EXCLUSION FROM SCHOOLS**

For a wide variety of reasons, it may be that a pupil is excluded or is at risk of being excluded from school. The Exclusions Service in Worcestershire can provide advice and guidance about exclusions to all parties with an interest in the process: parents, schools and governors.

Parents, Guardians and Carers have the right to:

- Play a full part in the partnership between school and home which secures a successful education;
- Receive prompt oral and written communications from the Headteacher about an exclusion from school;
- Meet the Headteacher to discuss the decision to exclude a pupil from school;
- Be advised of special arrangements for supply, collection and marking of work during the first five days of any exclusion;
- Make a statement (your case) to the Discipline Committee about the decision to exclude your child permanently or for more than 15.5 days; (You may wish to bring a friend or a legal representative at your request with you. You may also wish to bring your child with you to speak on his/her own behalf);
- Request a Discipline Committee hearing for any exclusion between 5.5 and 15 school days;
- See any of your child's school curriculum records during the period of exclusion;
- Be informed of the right of appeal against the Discipline Committee's decision (permanent exclusion only);
- Know where to find further advice about the procedure.

As a parent/guardian/carer it is important that you ensure your son's/daughter's attendance at school, and ensure compliance with the school's behaviour or discipline policy.

It is also important that you attend parents' evenings and other invitations to discuss your son's/daughter's performance at school.

The Headteacher Will:

- Tell you by telephone or interview followed by letter why your child has been excluded;
- Tell you if the exclusion is for a number of days and the date that your child will return to school, including lunchtime exclusions, or if it is permanent.
- Give you a chance to discuss the exclusion;
- Tell you if special arrangements need to be made, for example, over work experience placements or taking examinations;
- Tell you of your right to make a written or oral statement to the school's Discipline Committee (make your case) against the decision to exclude your child;

- Tell you the latest date by which you can put a written statement to the Discipline Committee;
- Tell you that you have a right to see any of your child's curriculum records;
- Make sure your child has work supplied by the school during the first 5 days of any exclusion;
- Inform you of arrangements for on-going education provision from the 6th day of any fixed term exclusion over 5.5 days.

#### The Discipline Committee Will:

- Be advised if your child is permanently excluded, is excluded for more than 5 days or missing a public examination through a fixed term exclusion;
- Meet between the 6-15th school day to consider the exclusion, if your child is excluded for more than 15 school days in a term, or is permanently excluded;
- Note that lunchtime exclusion is equivalent to one half school day and should be reviewed and calculated in accordance to the timescales above;
- Will decide whether or not to confirm exclusions as above;
- Consider any exclusion between 5 and 15 days, where no public examination is being missed at the request of the parent;
- Invite the local authority (LA) to attend the hearing;
- Invite you to be accompanied by a friend or legal representative at the hearing;
- Invite you to put your case in writing as well as orally, depending on your preference;
- Tell you how the hearing will be conducted and how decisions are made;
- Tell you about your rights to request an Independent Review Panel and to have an SEN expert present at the review.

#### The Local Authority (LA) Will:

- Receive copies of all the papers related to the exclusion;
- Be invited to attend any hearing that is set up;
- Not give their view of the appropriateness of the exclusion;
- Advise the Discipline Committee and you about the exclusion;
- Draw attention to the current Exclusions Guidance during School Disciplinary Committee meetings and present questions for consideration by all parties

There are three sorts of exclusion:

## Fixed Term Exclusion

A pupil may be excluded for any period up to 45 days in any school year. A date must be given for the pupil's return to the same school.

## Lunchtime Exclusion

A pupil is excluded from school during the lunchtime period.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered (Section 3.2, Exclusion from maintained schools, Academies and pupil referral units in England)

## **Permanent exclusion**

It is not intended that the pupil will return to the same school. Pupils will be reintegrated into another suitable school after a period in alternative provision. Parents may choose to apply to another school through Pupil Admissions using a CA1 form by contacting the Admissions team.

**From the headteacher of a primary or secondary school notifying the parent(s)/CARER(S) of that pupil's permanent exclusion (paragraph 103b).**

Dear **[Parent's/Carers Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school unless he/she is reinstated by the governing body/the discipline committee or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

**[for pupils of compulsory school age — next 3 paragraphs]** You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]**

**[Where pupil lives in a local authority other than the Worcestershire]**

I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the governing body must meet is **[specify the date — the 15th school day after the date on which the governing body was notified of the exclusion]**. If you wish to make representations to the governing body and wish to be accompanied by a

friend or representative please contact **[name of school contact]** on/at **[school contact details – address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[school contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Eileen Hughes at Worcestershire LA (01905 766628, ehughes@worcestershire.gov.uk), who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents/carers of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. If your child has special educational needs the Parent/Carer Partnership are able to offer advice and support 01905 727940.

Yours sincerely

**[Name]**  
Headteacher

## Appendix 1

Tackling Bullying in Worcestershire – Statutory Reporting									
BULLYING INCIDENT RECORD									
Date report filed:		Key Contact:		Name of setting:					
Contact Details:				Name of person reporting incident:					
Date/Location of incident:									
Details of person being bullied:									
DETAILS OF PEOPLE INVOLVED ( Add other sheet if necessary if more people involved)									
Name	Dob	If relevant National Curriculum Yr Group	Gender M/F	Ethnic Origin	In Care	Role in incident (Ringleader/Witness/ Assistant/Bystander/Victim)	*Level of involvement	Involved in previous incident	
								Yes	No
									Don't know
*Levels of involvement: 1= very involved 2=involved 3=slightly involved 4= only indirectly involved									
DETAILS OF ALLEGED INCIDENT (including views of those involved and event leading up to the incident)									

Tackling Bullying in Worcestershire – Statutory Reporting			
<b>TYPE OF INCIDENT (Tick as appropriate)</b>			
<input type="checkbox"/> Physical aggression <input type="checkbox"/> Deliberately excluding <input type="checkbox"/> Verbal abuse e.g. name calling/teasing <input type="checkbox"/> Texting/emailing etc.	<input type="checkbox"/> Graffiti <input type="checkbox"/> Other <input type="checkbox"/> Abuse of personal property e.g. damaging or taking possessions <input type="checkbox"/> Threat/incitement	<input type="checkbox"/> Indirect verbal abuse e.g. spreading nasty rumours/nasty notes <input type="checkbox"/> Extortion <input type="checkbox"/> Racial	
<b>FREQUENCY AND DURATION OF BULLYING BEHAVIOUR</b>			
<input type="checkbox"/> Once or twice <input type="checkbox"/> Persisting for more than a year		<input type="checkbox"/> Several times each week <input type="checkbox"/> Persisting throughout 2 months	
<b>CHECK LIST</b>			
<input type="checkbox"/> Checked for incidents involving same person <input type="checkbox"/> Notified parents/carers <input type="checkbox"/> Individual discussion with people involved	<input type="checkbox"/> Discussion with group of people involved <input type="checkbox"/> Other Actions <input type="checkbox"/> Medical treatment required <input type="checkbox"/> Police involvement <input type="checkbox"/> Follow up date set		
<b>DETAILS OF ACTION AGREED WITH PEOPLE INVOLVED (and parents/carers)</b>			
<b>Completed by:</b>		<b>Date:</b>	<b>Checked by:</b>
			<b>Date:</b>
<b>PLEASE RETURN TO: Hannah Cridford WITHIN ONE WEEK OF THE INVESTIGATION HAVING TAKEN PLACE.</b> Worcestershire County Council, Directorate of Children's Services, Wildwood, PO Box 73, Worcester, Worcestershire, WR5 2YA.			

Please retain for your own records

Tackling Bullying in Worcestershire – Statutory Reporting			
Follow up review dates:			
Completed by:		Date:	
OUTCOMES OF FOLLOW UP AND FURTHER ACTIONS TAKEN			
Has the bullying stopped? Yes/No			
Who	What	When	Outcome



**RACIST INCIDENT INVESTIGATION FORM**

Date of Incident:	Date Form Completed:
-------------------	----------------------

Location of Incident:
-----------------------

Name of Victim:
-----------------

Year/Male/Class:	Year/Female/Class:
------------------	--------------------

Ethnic Origin:	Faith (if applicable):
----------------	------------------------

Alleged Perpetrator:
----------------------

Year/Male/Class:	Year/Female/Class:
------------------	--------------------

Ethnic Origin:	Faith (if applicable):
----------------	------------------------

<b>INCIDENT DETAILS</b>
Nature of Incident:

Name/s of Witnesses/s:

<b>ACTION TAKEN BY SCHOOL:</b>
<b>VICTIM</b>

<b>PERPETRATOR</b>

<b>PARENT/CARER</b>

<b>AGENCIES REFERRED TO:</b>

Reported by:

**RECORDING RACIST INCIDENTS**

To be completed termly and submitted as part of Headteacher's Report to Governors

School: Chadsgrove School

I confirm that there were \_\_\_\_\_ racist incidents reported during \_\_\_\_\_  
Term 20 \_\_\_\_.

The number and nature/types of incidents recorded were:

\_\_\_\_\_ Verbal abuse (including name-calling)

\_\_\_\_\_ Physical abuse

\_\_\_\_\_ Threats

\_\_\_\_\_ Graffiti

\_\_\_\_\_ Refusal to co-operate with others based on religion/ethnicity/language

\_\_\_\_\_ Incidents which required external investigation/referral to other agencies

Any additional comments:

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Chair of Governors

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Headteacher/Deputy Headteacher