



Thameside Primary School:
Anti-Bullying & Anti-Racism Policy

Approved by Governors: June 2021

Review date: June 2023



Contents

Purpose of the anti-bullying and anti-racism policy	p.3
Legal framework	
Policy aims and beliefs	p.4
Risk factors	
What is bullying?	p.4/5
Preventing bullying	p.6-8
Preventing sexual or sexist bullying	
Challenging and dealing with bullying at Thameside	p.8/9
Investigating and responding to sexual bullying	p.10/11
Involvement of pupils / students in our Anti-Bullying policy	p.11
Liaison with parents and carers	p.13
Three key areas of behaviour to report	
Value of diversity	
Racist behaviour	p.13/14
What is a racist incident?	
Examples of racist incidents	
Related policies and procedures	p.14
Appendix	
1. Safeguarding leaflet	
2. Thameside School Behaviour and Safety Charter'	
3. Racist/Homophobic Incident Recording Form	

New policy written by:	Christina Calvert with Lydia D'Arcy
Key Changes:	New policy written using a template from the NSPCC



Rights Respecting Schools

We are a Rights Respecting School (RRS). This policy links to:

Article 19: Children have the right not to be harmed and should be looked after and kept safe

Article 28: Children have the right to a primary education. Discipline in schools should respect children's dignity.

Article 29: Children have the right to become the best that they can be.

Purpose of the anti-bullying and anti-racism policy

This policy seeks to:

- Ensure the whole school community has a shared understanding of what bullying and racism is and the detrimental impact it can have on wellbeing and achievement
- Ensure staff, parents, carers, and pupils work together to ensure a safe and inclusive learning environment for all and to safeguard pupils who experience bullying and/or racism
- Prevent, de-escalate and or stop any continuation of harmful behaviour
- Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- Encourage shared solutions so that those reporting bullying and/or racism have an appropriate say in what happens next
- Ensure those using bullying/racist behaviour are supported to change their behaviour
- Outline the consequences for those who show bullying/racist behaviour
- Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

This policy applies to anyone working on behalf of Thameside Primary School including senior leaders and the board of governors, paid staff, volunteers, sessional workers, agency staff and students.

Separate documents set out:

- our code of behaviour for children, young people and adults
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:

- bullying - [learning.nspcc.org.uk/child-abuse-and-neglect/bullying](https://www.nspcc.org.uk/child-abuse-and-neglect/bullying)
- online abuse - [learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse](https://www.nspcc.org.uk/child-abuse-and-neglect/online-abuse)
- child protection - [learning.nspcc.org.uk/child-protection-system](https://www.nspcc.org.uk/child-protection-system)



Policy aims and beliefs

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

What are risk factors for being bullied?

Those who are at risk of being bullied may have one or more risk factors:

- Identity-based bullying (eg. race, faith, gender, disability, sexual orientation or trans status)
- Appearance-based bullying where they are seen as different from their peers (e.g., overweight, underweight, height, wear their hair differently, wear different clothing or wear glasses, disfigurement)
- Homophobic, biphobic and transphobic bullying
- Looked after children and those who have been in care
- Racist and faith targeted bullying, groups more likely to be bullied are Gypsy, Roma and Traveller, asylum seeker/refugee and mixed-race children
- Children with SEN, especially learning difficulties
- Young carers, these are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances
- Children who are seen as weak or not able to defend themselves
- Children who are depressed, anxious, or have low self-esteem
- Children who have few friends or are less popular
- Children who do not socialise well with others

What is bullying?

In our school we use the definition of bullying outlined by the Anti-bullying Alliance: 'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Bullying encompasses a range of behaviours, which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying nasty things to or about a child or their family.

**Physical abuse:**

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Sexual and sexist bullying:

- Sexual comments, taunts, and threats; 'banter' of a sexual or sexist nature; sexualised and sexist language
- Non-consensual physical contact (this can include hugging and kissing); interfering with clothing
- Upskirting
- Distributing sexual material (including pornography); sending photos or videos of a sexual nature
- Making phone calls or sending texts, messages, or films of a sexual nature; inciting others to share sexual imagery
- 'Games' with a sexual element (e.g. taking clothes off, kissing, or touching games)
- Pressure to spend time alone or apart from others with another person, or people (e.g. behind school buildings in the toilets or changing rooms, in the field)
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school
- Spreading rumours about another person's alleged sexual activity
- Sexism in all its forms; pressure to conform to particular gender 'norms' (e.g. pressure on boys to have multiple partners, or pressure on boys and girls to be heterosexual)

More detailed information about bullying is available from NSPCC Learning: learning.nspcc.org.uk/child-abuse-and-neglect/bullying

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.



Friendship issues, relational conflict and bullying behaviour:

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

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

We will seek to prevent bullying by:

- The school values of belonging, resilience, assurance, independence and integrity and no limits are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied
- We regularly survey pupils wellbeing and use this to inform developments
- Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:



- group members' responsibilities to look after one another and uphold the behaviour code
 - practising skills such as listening to each other
 - respecting the fact that we are all different
 - making sure that no one is without friends
 - dealing with problems in a positive way
 - checking that our anti-bullying measures are working well
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
 - Actively create "safe spaces" for vulnerable children e.g. Positive play at lunchtimes.
 - putting clear and robust anti-bullying procedures in place
 - making sure our response to incidents of bullying takes into account:
 - the needs of the person being bullied
 - the needs of the person displaying bullying behaviour
 - needs of any bystanders
 - our organisation as a whole.
 - reviewing the plan developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

We will seek to prevent sexual or sexist bullying by:

- Talking about sexual bullying and harm: Sexual bullying thrives in a climate of secrecy. We are open and honest by creating time and safe spaces to explain sexual development, harmful sexual behaviour and gender inequality in an age and development appropriate way with children and young people. Children are able to share worries about what is happening inside and outside of school through class worry boxes, which are then followed up by safeguarding leads.
- Training staff: Our Designated Safeguarding Lead's are trained and supported to take a lead in preventing harmful sexual behaviour and bullying. All staff are trained in how to identify and respond to incidents and time is given for open discussion.
- Teaching consent: All children and young people, regardless of their age, developmental needs, or disability, need support to understand the importance of respecting another person's body, feelings and physical space, and that if someone says no to them, they must respect this at all times – even if they are in a romantic relationship with this person. Staff are supported to report behaviours that they find uncomfortable or inappropriate.
- Teaching and modelling respectful relationships: Relationships and sex education is now compulsory and provides an opportunity to explore consent as well as challenging all forms of sexism, healthy and respectful relationships and not judging someone else for their experience or preference.



- Not allowing sexual name-calling or comments: Children are taught that sexual name-calling and comments are not accepted and are a form of sexual harassment. We work with children and young people to explain what this means, and the types of words or comments this could include (e.g. swear words, slang words for body parts, sexual innuendo, sexual advances or comments). We challenge all forms of casual sexism that put pressure on children to behave in a particular way, or to have a particular identity.
- Discussing online behaviour: We talk about sexual harassment online and the challenges and risks of romantic and sexual relationships online. Children are able to discuss the pros and cons of sharing sexual messages or images. The law is shared and we communicate what action we will take if it comes to light that personal messages, images or videos have been shared without consent.
- Being approachable: Any child may feel hesitant to share concerns about sexual behaviour and bullying. However, children with complex needs and impairments may find it even harder to communicate how they are feeling and what has happened. An appropriate member of staff will be available for them to share any worry or concern they may have, and also ask any questions with confidence.
- Being alert: We are aware of developing relationships between the children and young people that we work with. Staff are trained to look out for any behaviour that could cause concern – for example, any power imbalance within relationships such as age difference and developmental difference. Staff are aware of 'learnt' sexualised behaviour that seems inappropriate (e.g. does not seem appropriate to the age or development of a child).
- Communicating with parents and carers: We work with parents and carers if they or we have any concerns about a child's behaviour. We are sensitive to the fact that parents and carers might be embarrassed to talk about these issues, there may be cultural barriers or they may be unaware of their child's own sexual development – we are discreet and respectful but always put the safety of children first.

Challenging and dealing with bullying at Thameside:

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

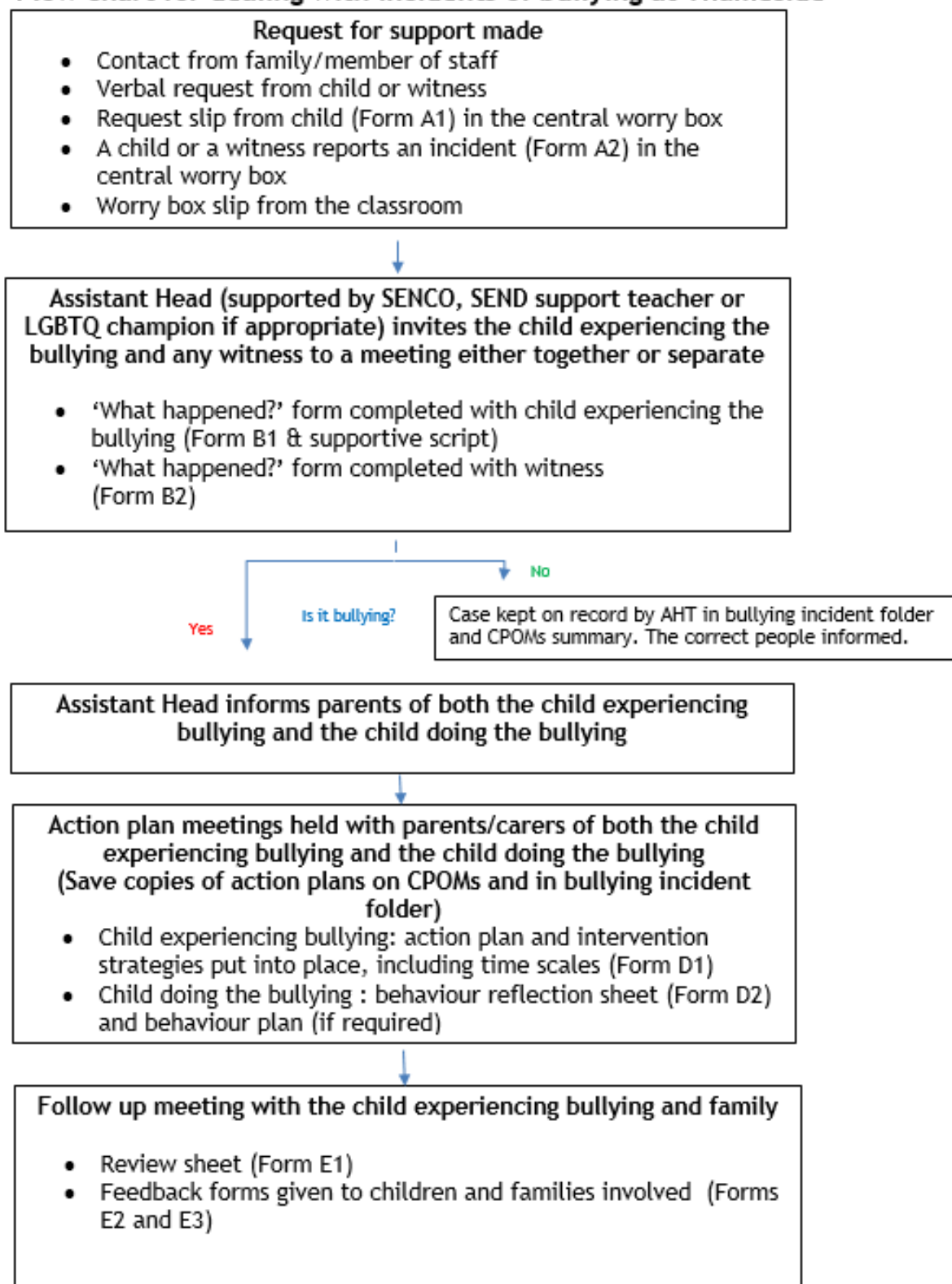
Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- they will be listened to
- their concerns will be taken seriously
- the matters will be investigated
- together we will find a way to tackle it
- someone will be there to help and support them



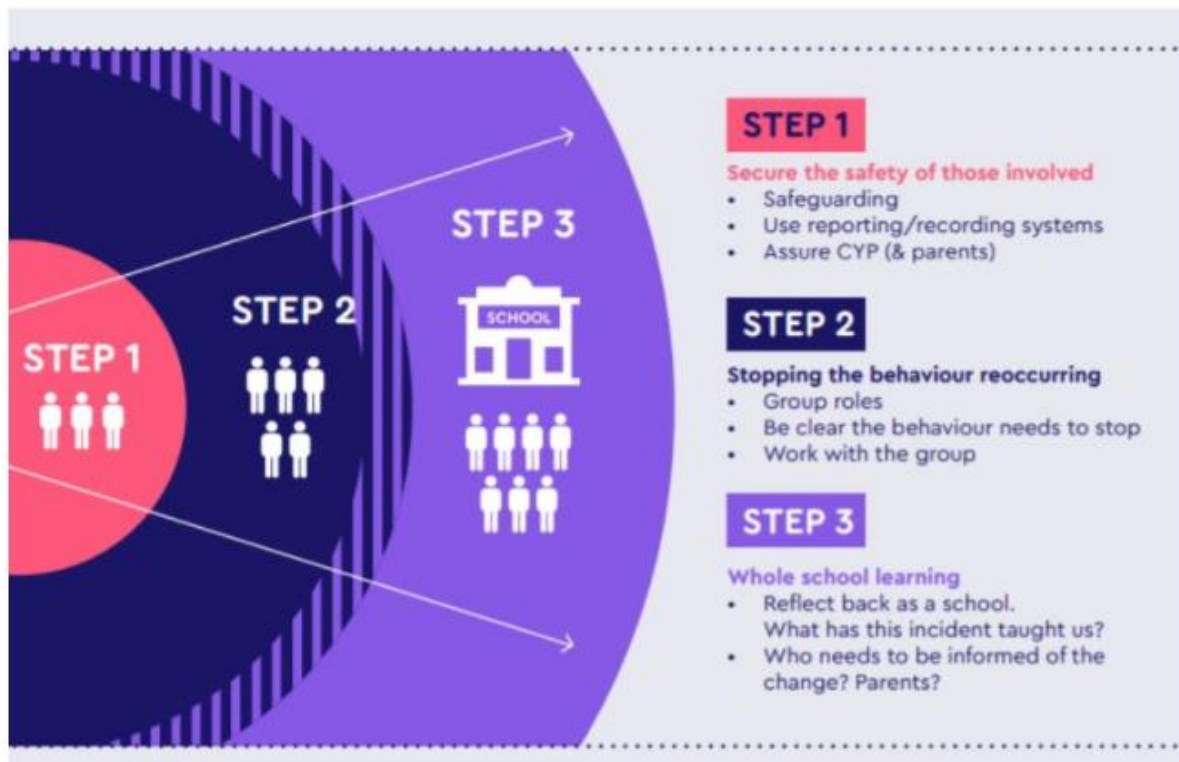
The following flow chart details how incidents of bullying are dealt with at Thameside:

Flow chart for dealing with incidents of bullying at Thameside



Investigating and responding to sexual bullying

ABA has a three step approach to responding to all bullying incidents:



Key questions we ask when investigating sexualised behaviour between children and young people:

- Is this a safeguarding issue? if this is the case, consult with your Designated Safeguarding Lead and your Safeguarding policies
- Is the behaviour age appropriate and appropriate to the level of development of the children involved – or could the person have been coerced?
- Is there a power imbalance between those involved (e.g. age difference, physical strength and capability, emotional development)?
- Are those involved equipped to describe their wants and desires and to give consent?
- Is the behaviour potentially harmful or risky? (e.g. the distribution of sexual photos or video content).
- Is the behaviour appropriate to the school environment (regardless of whether you consider it to be consensual)?



At Thameside, we will:

- Listen and take complaints seriously: Children and young people frequently report that they are not listened to or believed when they try to report bullying – this is particularly the case for disabled young people and those with SEN. We take every complaint seriously, talk to the young person about action they would like us to take and respect this as far as it allows us to keep the young person safe.
- Put consequences in place as appropriate whilst taking every opportunity to educate.
- Record and report: Report all incidents to the designated safeguarding lead and keep a record of incidents on CPOMs.
- Maintain confidentiality as far as we are able, according to our safeguarding policy.
- Not forget incidents outside of the school environment: Sexual bullying can also happen online, on the journey to and from school and on school trips.

Government guidance to support us in our anti-sexual bullying work:

- [Keeping children safe in education: Statutory guidance for all schools and colleges in England.](#) Includes advice for professionals in the education sector on how best to respond to harmful sexual behaviour.
- [Tackling and preventing bullying guidance](#): Guidance for schools on preventing and responding to bullying.
- [Sexual violence and sexual harassment between children in schools and colleges:](#) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Involvement of pupils / students in our Anti-Bullying policy:

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying for example by the Inclusion Manager as well as by teachers in PSHCE lessons and through conversations with children
- Ensure students know how to express worries and anxieties about bullying e.g. using the worry box.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.



Liaison with parents and carers :

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying – Miss Calvert (assistanthead@thameside.reading.sch.uk)
- Ensure parents know about our complaints procedure (located on our school website) and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying e.g. through our 'Travelling to and from school alone' policy.
<https://www.thamesideprimary.co.uk/page/?title=Anti-Bullying&pid=143>

More information about responding effectively to bullying is available:

- protecting children from bullying and cyberbullying learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- recognising and responding to abuse learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse

Three key areas of behaviour to report:

- Inappropriate behaviour including bullying
- Racial harassment
- Sexual harassment

All incidents of racial and sexual harassment must be recorded and reported. The racial incident file must be completed including notes on action to be taken and who is to be informed. It is vital that such incidents are recorded in order that there is a method for noting the pattern and frequency of incidents. This data, plus action taken, will be reported annually to the Governing Body, parents and the Local Authority.

Value of diversity

We recognise that bullying and racist behaviour are closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate diversity



- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Racist behaviour:

We are an anti-racist school, pupils will be taught morals and values to be allies; recognising what racism is and actively doing better to support each other. The pupils will be taught that racism is unacceptable and will not be tolerated.

What is a racist incident?

Show Racism the Red Card (SRtRC) is the UK's largest anti-racism educational charity they describe racism as; 'treating people badly or differently because of differences in skin colour, religion, nationality, culture'.

At Thameside, we aim:

- To educate children that racism is unacceptable and will not be tolerated
- To provide positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- To explore with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- To critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- To encourage co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- To ensure that all children have an equal share in the rising standards of educational attainment

Examples of racist incidents:

Verbal abuse:

- name-calling, particularly (but not exclusively) using racist language / language reflecting stereotypes about ethnicity
- ridicule of others' cultural differences e.g. food, music, dress, language, name etc
- racist comments

Physical abuse:

- physical assault which is racially motivated
- Intimidating someone because of their ethnicity or perceived ethnicity
- damage which is racially motivated
- incitement to others to behave in a racist way

Emotional abuse:

- Damaging property (including personal or school property) with racist graffiti
- wearing racist badges
- refusal to co-operate with others because of their ethnic origin
- bringing racist material into school

Cyberbullying/online bullying:



- sending threatening, upsetting or abusive messages
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- setting up hate sites or groups about a particular child

Microaggressions:

- subtle slights based on stereotypes about a person's race, gender, or socioeconomic status—can be obvious and hurtful to the person receiving them, but unintended and unnoticed by the person saying them.

Procedures:

- The Headteacher is responsible for implementing and monitoring school policy
- Staff and Governors will receive training on their responsibilities
- Allegations will be treated seriously. Accurate records will be kept using CPOMS and the black file (kept in the HT's office)
- Support will be given to the person experiencing racism and reassurance that the matter will be investigated
- If the allegation is corroborated the perpetrator will need a protective or restorative consequence
- Restorative practices to take place focusing on building, maintaining and, when necessary, repairing relationships among all members of a school community. You can find information on restorative practices on the ABA website <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/restorative-practice-0/what-restorative-practice>
- Parents/guardians will be informed and advised of action taken
- Staff, governors, parents and pupils will be informed re. this policy and its procedures.
- Staff will receive training
- Parental complaints re. racist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, GB, LA)
- Local authority forms will be used to record all racist incidents
- The admin officer will periodically report incidents to the LA
- The school complies with Reading Borough Council's Racist Incident Monitoring Procedure

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- Child protection/safeguarding policy statement.
- Procedures for responding to concerns about a child or young person's wellbeing.
- Dealing with allegations made against a child or young person.
- Managing allegations against staff and volunteers.
- Code of conduct for staff and volunteers.
- Online safety policy and procedures for responding to concerns about online abuse.
- Equality and diversity policies.



More information about what these policies and procedures should include is available from NSPCC Learning: learning.nspcc.org.uk/safeguarding-child-protection

Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE to inform its action planning to prevent and tackle bullying.

Contact details

Nominated anti-bullying lead

Name: Christina Calvert

Phone/email: assistanthead@thameside.reading.sch.uk

Designated Safeguarding Lead

Name: Sophie Greenaway

Phone/email: head@thameside.reading.sch.uk

NSPCC Helpline 0808 800 5000



APPENDIX

1. Our Safeguarding leaflet







People we trust

Class teachers
Teaching assistants
Lunchtime staff
Peer mediators
School councillors
Prefects
Governors
Office staff
Mr Harvey

Headteacher:
Mrs Greenaway

Deputy Head:
Mrs Burton

Assistant Head:
Miss Calvert

Inclusion manager:
Miss Rollinson

ELSA:
Miss Clark



Thameside Primary School is a Rights Respecting School.

'Rights' are things that every child should have or do. All children have the same rights.

We believe the Rights of the Child are very important at Thameside Primary. Look out for them on our class charters and stars around the school.

Here are some of them...

Article 3: All adults should do what is best for you.

Article 12: You have the right to give your opinion and for adults to take it seriously.

Article 16: You have the right to privacy.

Article 19: You have the right to be protected from being hurt and mistreated.

Article 37: No one is allowed to punish you in a cruel or harmful way.





Being safe




Staying safe

✋

Be safe and stay safe at Thameside!

2020-21

Important websites and phone numbers

Childline 0800 1111
NSPCC helpline 0800 800 5000
Textline 0800 056 0566
www.There4me.com
www.childline.org.uk
www.kidsmart.org.uk






This leaflet was written for you by
Thameside staff and our School Council.



Thameside Primary School

Thameside Primary School
Harley Road, Caversham
Reading RG4 8DB


Tel: 0118 937 5551
Email: admin@thameside.reading.sch.uk

Places we feel safe

Classrooms
Playground
Reading areas
Library
Benches
Office
Positive play
Reflection
First aid

Our school values...



THAMESIDE PRIMARY SCHOOL

Looking after our pupils...

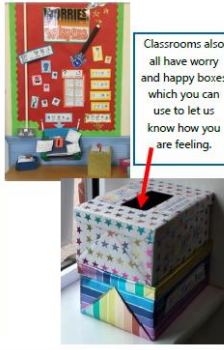
All of our teachers and staff want to make sure that you are happy and safe in school.

If you want to talk to someone, or if you have a problem or question, you can talk to anyone that you can trust.

Child abuse is any action by another person – adult or child – that causes significant harm to a child.

Abuse is never the child's fault.

There is a place in school where you can tell us your worries and wishes.



Classrooms also all have worry and happy boxes which you can use to let us know how you are feeling.


Is it bullying?

Bullying is when someone means to hurt or upset you on purpose.

Bullying is when it keeps on happening.

Bullying is when you cannot get the hurt to stop.

The 6 types of bullying...



SMART

Stay Safe
Don't give out your personal information to people online who you don't know.

Don't Meet Up
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.

Accepting Files
Accepting emails, files, pictures or texts from people you don't know can cause problems.

Reliable?
Check information before you believe it. Is the person or website telling the truth?

Tell Someone
Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow
Follow the SMART tips to keep yourself safe online.



3. Racist/Homophobic Incident Recording Form (confidential and for school use only)

Date of incident..... Date recorded

Type of incident (please tick)

Derogatory name calling insults or racist jokes		Verbal abuse and threats		Racist or homophobic graffiti	
Provocative behaviour such as wearing racist/homophobic badges		Racist or homophobic comments in the course of a discussion		Ridicule of an individual's cultural differences e.g. food, music, dress, language etc.	
Bring racist/homophobic materials such as leaflets, comics or magazines into school		Attempts to recruit pupils into racist/homophobic organisations		Physical assault against a person's property which is racially or homophobic related	
Damage caused to a person's property which is racially or homophobically motivated		Incitement of others to behave in a racist or homophobic way		Refusal to co-operate with other people because of their ethnicity or sexuality	

Other (please specify) _____

Location of incident

Classroom		Dining room	
Playground		Corridor	
Outside school		Staff room	
Other (please state)			

Person/s affected by the incident - Pupil / parent /staff /governor /visitor (please circle)

_____ Age _____ Ethnic Group _____ M/F

_____ Age _____ Ethnic Group _____ M/F

_____ Age _____ Ethnic Group _____ M/F

Person showing racist or homophobic behaviours Pupil / parent /staff /governor /visitor (please circle)

_____ Age _____ Ethnic Group _____ M/F



_____ Age _____ Ethnic Group _____ M/F

_____ Age _____ Ethnic Group _____ M/F

Repeat incident yes/no (please circle)

Details of the incident:

Action taken

Completed by _____

Signature _____

Role in school _____