



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we nurture each child and value their uniqueness. We are a fully inclusive church school deeply committed to the pupils, parents and community we serve.

Aims

The school is committed to providing a caring, friendly and safe environment for all of our children, so they can learn in a secure atmosphere without anxiety. This procedure has been created in consultation with the school community, pupils, staff and governors. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the minimisation of bullying in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity.

Our School Aims state *"Within a Christian ethos we strive to create a caring community. We encourage all members of our school to respect themselves and each other. We establish high standards of behaviour, reinforced by praise and underpinned by Christian values."*

We believe that children cannot fully flourish when they are the victim of bullying or the perpetrator of it. We strive to embed a culture of mutual respect where bullying, in any form, will not be tolerated. We continually reinforce our School Vision and our Values of Love, Courage and Respect. All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child.

What is bullying?

The governors and school consider that bullying is the use of aggressive behaviour by a person or group - physical, verbal or isolating, with the intention of hurting another person. It is repeated over time. It is often characterised by an imbalance of power between perpetrator and victim. All bullying, either physical or verbal, is unacceptable, as is cyberbullying. (see Computing and ESafety Policy). The school includes Anti-Bullying in the PSHE curriculum for all year groups and uses the definition adopted from the Anti-Bullying Alliance.

"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."

There are four key elements to this definition:



Whatever the reason, bullying is never acceptable and will not be tolerated in Andrews' Endowed CE Primary School.

Types of bullying behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal- name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls, in-gaming messages. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns.

Signs and Symptoms of bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these signs and investigate further if a child:

- Is frightened of walking to or from school.
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to under perform in school work.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

NB this is not a definitive list but suggests some of the signs and symptoms.



These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Procedures

- If bullying is alleged, staff will speak to all parties involved and closely monitor the situation to establish the facts. Staff will use their judgment about contacting parents at this point.
- If/when bullying is established, staff will contact both sets of parents and record the incident on CPOMS. The incident should be made known to the Headteacher and DSL.
- In the event of bullying, both perpetrator and victim will be supported. The school can provide a range of strategies and evidence-informed social/emotional interventions for injured party and perpetrator.
- All staff will be alerted to be extra vigilant of the children involved. Teachers use their professional judgement as to whether they hold individual, group or whole class discussions to raise awareness of and counteract bullying as a reaction to an incident, beyond the antibullying messages in the school curriculum.
- Continued bullying will result in further sanctions being applied up to and including exclusion.

Resolution of Bullying Incidences

- The parents of the perpetrator and also the victim may be invited into school to talk about the incident or about their general concerns.
- We use restorative practise when dealing with bullying issues, encouraging the child responsible for the behaviour to reflect on their choices and take responsibility for it.
- Sanctions may be applied as per the Behaviour Policy
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

What constitutes serious bullying?

All incidents of bullying are painful and have consequences, and are taken seriously by us. Very occasionally incidents occur in schools that are so serious that they may result in exclusion, a criminal investigation and/or a referral to a specialist agency such as social care teams within the local authority. They might occur despite prolonged involvement and support from a range of agencies for a bullying pupil and his/her parents or carers, and where a pupil is old enough to fully understand the consequences of their continued unacceptable behaviour.

Why do we need an Anti-Bullying Policy?

At Andrews' Endowed CE Primary School, we acknowledge that bullying can and does happen from time to time. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. We take all incidents of bullying seriously. We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares.

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. Our school strives to



promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. We are committed to inclusion, equality and justice. Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the termly pupil voice conferences.
- Pupils are taught to recognise and deal with bullying through the PSHE curriculum.
- Pupils are taught about respect and tolerance for others to prevent bullying.

The Role of Parents

Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve themselves in any investigation of bullying.
- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Follow the school's complaints procedure if they remain dissatisfied.
- Ensure that their child arrives and leaves the school site safely.
- Ensure that their child continues to attend school regularly and punctually.

The Role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. The ethos and working philosophy of Andrews' Endowed CE Primary School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying.

The Role of the Headteacher

Responsibility to:

- Set the school climate of mutual support and praise for success, so making bullying less likely.
- Implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.
- Report to the governing body about the effectiveness of the anti-bullying policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draw the attention of children to this fact at suitable moments e.g. Collective Worship
- Encourage open discussion about differences between people to build respect.
- Arrange for all staff to receive sufficient training in order to be equipped to identify and deal



with all incidents of bullying.

- Work with police, NSPCC, and other groups to provide training and information for pupils.

The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school.

The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Responsibility to:

- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- Require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request, about the effectiveness of school anti-bullying strategies.
- Respond to parental dissatisfaction with the way the school has dealt with a bullying incident. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to investigate the case and to report back to a representative of the governing body.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using collective worships and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.

- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, circle time, and playground buddies.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again through whole school learning - reflection on what we have learnt.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.



- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant).
- Ensuring playground and Lunchtime staff are trained and we have a range of activities at lunchtime to promote positive play.

Responding to Bullying

Secure the safety of the target of bullying

- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.

Take actions to stop the bullying from happening again

- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parents to find solutions.
- Identify the most effective way of preventing reoccurrence and any consequences.

Whole School learning - reflection on what we have learnt

- Reflect and learn from bullying episodes - consider what needs to happen next to prevent future bullying e.g. PSHE, training etc

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

Race Equality/Inclusion Statement

The policies, system and practices at Andrews' Primary CE School set out to promote community cohesion and to provide a high quality educational experience for all children.

We do not tolerate any form of racism, bullying or harassment. We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all

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our children regardless of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Monitoring and evaluation of the policy

To ensure the policy is effective, it will be regularly monitored and evaluated. The governing body monitors the impact of all policies. We aim to monitor the policy through the Bullying and prejudice-based incident report form, the annual questionnaire and work completed during Anti-Bullying week.

Control Box

Version		Date/Effective from	February 2026
Author	Gemma Gundry	Review Date	February 2027
		Responsibility	Headteacher
Associated Policies, Documents, Agencies:			
Behaviour Policy			
See Appendix 1 for Legal Framework			



Appendix 1 – Legal Framework

Since September 1999 all **schools** have been required to have an anti bullying policy in place.

All agencies working with children and young people (including schools and colleges) must have regard to the need to safeguard and promote the welfare of children, helping them to 'stay safe' from bullying and discrimination (Children Act 2004).

Human Rights Act 1998

Amongst other articles, this act prohibits torture, inhuman and degrading treatment and states that all citizens must have access to their rights without discrimination.

Race Relations Act 2000

Brought in a positive duty on all public bodies to eliminate racial discrimination and to promote equality of opportunity and good relations between persons of different racial groups.

Employment equality (Religion or Belief) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of religion or belief.

Employment equality (Sexual Orientation) Regulations 2003

Outlaws discrimination in employment and vocational training on the grounds of sexual orientation.

Disability Equality Duty 2006

Brought in a positive duty on all public bodies to eliminate discrimination and promote equality of opportunity for disabled people.

Gender Equality Duty 2007

Brought in a positive duty on all public bodies to eliminate sexual discrimination and promote equality of opportunity and good relations between men and women.

Equality Act (Sexual Orientation) Regulations 2007

Outlawed discrimination on the grounds of sexual orientation in the provision of goods and services.

There are some cases when bullying stops being bullying and becomes a **crime**. Serious physical assaults, sexual assault, racist or homophobic abuse for example can all be criminal activity, under the **Harassment Act 1997** or of the **Offences Against the Person Act 1861** for example.



Appendix 2 INFORMATION FOR CHILDREN – What we tell our children

What should happen if you are being bullied?

The most important things to know and do are these:

- It's important to tell someone – a friend, a teacher, your parents – someone you trust. Don't suffer in silence – that is what the bully wants.
- It is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

You could also think about these things:

- 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 individual.
- Try not to show that you are upset. It is hard, but a bully likes to see that they have made you unhappy.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – say “No” loudly and clearly. Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse.

What should you do if you think 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.
- Look out for people and stick up for them. If you think someone is being left out, offer to let them join your game.
- If you feel you cannot get involved, tell an adult immediately. Teachers will deal with the bully without getting you into trouble.

What will we do for children who are being bullied?

- We will listen to you and take seriously what you say.
- We will make sure that you always have an adult to turn to if you need to talk or need help.
- We will make sure that you have someone to be a friend to stick with you though this.



- We will make sure that we talk to the person who is acting in a bullying way towards you and help them to change their behaviour. We will not give up until the bullying has stopped.
- We will talk to your parents to let them know what is happening and how we are helping you. We will ask them to help you and to support us to stop this bullying.

What will we do for children who are bullying?

- We will talk to them and their parents about their behaviour.
- We will explain to them the effects of their behaviour and help them to change their behaviour. This may involve providing them with an older buddy.
- We will listen to them, as there may be reasons why they are acting in the way they are. We will never condone or agree with their action.
- We will try and find someone that they can talk to that they trust.

If things don't change and the behaviour continues, we will follow the procedures set out in our Behaviour Policy.

Appendix 3 INFORMATION FOR PARENTS

What can parents do to help?

Parents and carers have an important part to play in our bullying policy. We ask parents to:

- Help children understand the difference between falling out with someone and being bullied. Don't jump to conclusions or use the bullying label to describe unkindness. Encourage children to be ready to make up and resolve issues, with appropriate support.
- Look out 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 usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child or his/her parents on the playground or involve an older child to 'deal' with the bullying behaviour. Please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.



- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

How do we deal with a bullying incident?

We take each reported incident seriously. We ask our class teachers to complete a Bullying and prejudice-based incident report form and notify the Head Teacher if incidents are reported to them, so that we can ensure that there is plenty of awareness from the outset. Whether it is reported by a child or an adult, we will make notes of the incident being reported, and spend time talking to both parties to get information about what has happened, and try to find out why. We spend time talking to both families, keeping them informed of what has happened and how we are dealing with it. We then agree a plan going forward, which we monitor over a period of time. We try to ensure that all parties are satisfied with the outcome, and encourage families to continue to touch base with us so that bullying behaviour does not recur at a later date.

What if parents aren't satisfied with the way we have dealt with a bullying incident?

Although we do our very best to reach a point at which all parties are satisfied, this may not always be possible. We have a formal Complaints Policy which details the procedures parents can follow if they remain unsatisfied with the way we have dealt with an incident. The Complaints Policy is available on our school website.

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Appendix 4 HAMPSHIRE BULLYING AND PREJUDICE BASED INCIDENT REPORT FORM

(NB Appendix Numbers in blue within this form refer to the form's appendices at the end of the document)



Bullying and prejudice-based incident report form

Report form completed by:					
Date of report:					
Time of incident:					
Type of report/incident:					
Bullying	<input type="checkbox"/>	Prejudice-based incident	<input type="checkbox"/>	Both	<input type="checkbox"/>
Concern raised by:					
Victim	<input type="checkbox"/>	Perpetrator	<input type="checkbox"/>	Third party – staff	<input type="checkbox"/>
Child/young person	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>	Other	<input type="checkbox"/>
Where did the incident take place? Tick all that apply.					
Bus	<input type="checkbox"/>	Corridor	<input type="checkbox"/>	Park	<input type="checkbox"/>
Taxi	<input type="checkbox"/>	Classroom	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Toilets/Cloakroom	<input type="checkbox"/>	Locker/changing room	<input type="checkbox"/>	Online/social media	<input type="checkbox"/>
On the way to/from school	<input type="checkbox"/>	Other (please describe below)		<input type="checkbox"/>	
Other					

Details of reported bullying/incident (please include any derogatory language used):

--

Name and age/year/tutor group of target/s (some incidents may not have a target):

--

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

--

Gender of target: Name and age/year/tutor group of perpetrator/s:

--

Name and age/year/tutor group of perpetrator/s:

--

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

--

Gender of perpetrator:

--

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health	<input type="checkbox"/>
Ethnicity/race	<input type="checkbox"/>

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Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance	
Home circumstances/socio-economic factors	

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying	
Damage to property	
Indirect/social	
Physical Abuse (against staff)	
Physical Abuse (against pupil/student)	
Possession/distribution of offensive materials	
Sexual abuse/harassment (against staff)	

Sexual abuse/harassment (against pupil/student)	
Verbal Abuse (against staff)	
Verbal Abuse (against pupil/student)	

Other (please describe):

Frequency and duration of behaviour:

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?	
Does the victim need additional support?	
Is this a repeat victim?	
Is this a repeat perpetrator?	
Are any of the individuals at risk of radicalisation?	

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

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

Date recorded on school electronic behaviour record:



Appendix 1 – brief definitions: types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Transphobic Bullying

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

Appendix 2 – extended definitions of types of bullying

Homophobic bullying

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

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

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

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

Bullying based on religion or belief

This is behaviour, by an individual or group, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a

Appendix 3 – behaviour involved in the bullying/incident

Cyberbullying: Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property: damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse: any form of violence or physical force eg pushing, kicking, hitting, pinching, tripping, spitting etc.

Possession/distribution of offensive materials: disseminating inappropriate materials.

Sexual abuse/harassment: suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse: using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.



Appendix 4 – ethnicity descriptions and codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Useful Links:

<https://www.stonewall.org.uk/>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>

<http://www.educateandcelebrate.org/>

<https://www.theredcard.org/>

<https://www.mermaidsuk.org.uk/>

www.hants.gov.uk/emtas

<https://www.stophateuk.org/>

<http://report-it.org.uk/home>

<https://tellmamauk.org/>

<https://cst.org.uk/antisemitism/hate-crimes>

<http://www.galop.org.uk/>

<https://www.hampshire.police.uk>

<https://www.hampshire-pcc.gov.uk>

<https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>