

MAYBURY PRIMARY SCHOOL

Equality and Diversity Policy

Reviewed and Updated: Spring 2026





Equality and Diversity Policy

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision Phrase:

Believe. Achieve. Succeed.

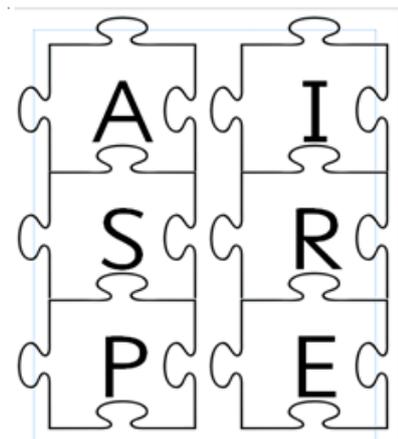
Inclusion, Equality and Diversity Statement:

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

We expect all members of the school staff to model respectful behaviours towards children as well as towards other adults in line with our Values-based ethos.

Our core values are introduced explicitly at the beginning of each half term and will be a focus during weekly assemblies and class lessons. They are implicit in every aspect of school life and are continually reinforced and referred to.

Autumn Half Term 1	Equality
Autumn Half Term 2	Resilience
Spring Half Term 1	Positivity
Spring Half Term 2	Kindness
Summer Half Term 1	Respect
Summer Half Term 2	Independence



Rights Respecting ethos:

In addition to our values ethos we promote children's Rights and Responsibilities. At Maybury we are committed to placing the values and principles of the Convention on the Rights of the Child at the heart of our policies and practice. It is important to us that children recognise their rights but also acknowledge the rights of others. Understanding that link is at the heart of our school ethos.

As well as this approach shaping the needs of our own pupils and creating a Rights Respecting community, we aim to use this shared understanding to work for global justice and sustainable living.

We know that children learn by example and we encourage positive talk and positive relationships between all members of our school community. This approach forms the basis for how we look at and respond to behaviour and the messages that behaviour conveys. It supports the teaching of key values and is underpinned by our Restorative Justice approach to conflict resolution.

Children learn that they are responsible for how they behave and that their behaviour has impact on others. Through this teaching, supported by parents and families working cooperatively with our school, children are empowered to make positive changes where this is necessary to repair or improve relationships.

Good communication and clear expectations are at the heart of positive behaviour.

Our Rights:

We have the right to be safe. We have the right to learn.

We have the right to be listened to. We have the right to have friends. We have the right to play.

Our responsibilities:

We make sure that we ...

Are kind and caring towards each other

Tell adults when we are worried,

Will give our friend space,

Always try our best

Listen to others when they are talking

School Rules: "The Maybury Way"

We have a list of child friendly rules agreed with pupils which govern the behaviour standards expected in our school. All children are clear about these rules and what they need to do. The rules are discussed and promoted within day to day interactions as well as focus assemblies. They are:

Be Ready

Be Safe

Be Respectful

Be Kind

At our school differences are celebrated for the rich diversity they bring, both to our school community and to the wider world.

Children Learn:

There are no outsiders at Maybury

Everyone is different

We celebrate difference

We are all equal in our difference

1 Introduction

At Maybury Primary School our school's mission statement talks of celebrating differences. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter greatly. This policy is intended to help to ensure that this school promotes the individuality of all children, parents, staff and governors, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

Equality Act (2010)

Race Relations (Amendment) Act 2000;

Disability Discrimination (Amendment) Act 2002;

Sex Discrimination Act 1975.

The 'protected characteristics' of the Equalities Act. are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

2 School Context

Maybury Primary School is a one form entry primary academy with a Published Admission Number (PAN) of 30 with the capacity to accommodate children from 2-11

This includes a 62-place nursery (morning and afternoon sessions of 31 each) Our gender mix is broadly equal.

Our school caters for an ethnically diverse community and this is reflected in our pupil population. We have a significantly higher than average number of pupils who speak English as an additional language, these pupils make up 77% of our school population

Our children and families are from a broad range of more than 6 faith communities with the largest group being from the Muslim community.

Although the predominant home language in our school is Urdu, 26 different languages are spoken throughout the school

Currently, 16.6% of our children are eligible for Free School Meals and 27% are identified as having Special Education Needs or Disabilities (SEND). 8.5% of our pupils have been identified by the school as Young Carers

3 Aims and values

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Maybury Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Mission Statement

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Vision Phrase:

Believe. Achieve. Succeed.

4 A cohesive community

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities
- Encourage all children and families to feel part of the wider community
- Understand the needs and hopes of all our communities
- Eliminate discrimination
- Increase life opportunities for all
- Ensure teaching and the curriculum explores and addresses issues of diversity

5. Maybury Primary's approach to promoting Equality.

This policy aims to provide a framework for Maybury Primary to pursue its duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all activities.

We seek to ensure that no pupils, staff, parents, guardians or carers, or any other person in contact with the school should receive less favourable treatment, on any grounds which cannot be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation, marital status, disability, age, responsibility for children or other dependents, trade union or political activities, social class, where the person lives or spent convictions.

We promote these principles to all members of our extended school community, pupils, staff, governors, parents and community members.

6. Race, Disability and Gender

Protected characteristics – it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Race - The Race Relations Act 2000 places a general duty on schools to promote racial equality. The duty means that in everything they do schools must aim to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

We are committed to being an inclusive community providing equal opportunities for all our members. We value the diverse backgrounds of our pupils, staff, parents and governors. We acknowledge that racism exists in society and we are committed to work towards its elimination by preparing children for life in a multi-ethnic society. We ensure that pupils and all members of our school community of all races are not singled out for different and less favourable treatment.

Religion or Belief - At Maybury Primary we are committed to ensuring education and equality of opportunity for all pupils and staff. We strive to be an inclusive community and value the religion and beliefs of all including those who choose not to follow religious teachings. We ensure that no one is treated less favourably than another person because of their religion or choice not to follow religion, or of the choices of someone else with whom they are associated.

Disability - At Maybury Primary we are committed to ensuring education and equality of opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils and students is monitored on the basis of disability and we use this data to raise standards and ensure inclusive teaching. We aim to provide our pupils with a firm foundation which enables them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

Types of unlawful discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- Indirect discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.
- Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

At Maybury Primary we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We aim to identify and remove barriers to disabled pupils in every area of school life. Maybury Primary has high ambitions for its disabled pupils and expects them to participate in all aspects of school life. The practical measures we have undertaken to meet these aims are listed in our **Accessibility Policy**.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils’ diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

We work to actively promote and foster positive attitudes and commitment to an education for. We do this by:

- Promoting equality of opportunity between disabled and other pupils/persons, representing disabled people in school, including positions of responsibility.
- Promoting positive attitudes towards disabled persons. This means not representing people in a demeaning way, and it also means not pretending that they don't exist and not representing them anywhere at all.
- Encouraging participation by disabled persons in all aspects of school life. It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Taking steps to take account of disabled persons' disabilities, even where that involved treating disabled persons more favourably than other persons.
- Showing staff modelling respectful attitudes to disabled pupils, staff and parents.
- Presenting positive images in school books and other resources.

7. Gender/Sex/Gender Orientation Duty

In accordance with our school's mission statement and values, we welcome the statutory Gender Duty. In compliance with the General Duty, Maybury Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. *(Refer further to our school's Behaviour/Anti-Bullying policy)*

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality the greater regard we will pay to it.

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender in in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

8. Responsibilities

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality and Diversity, Inclusion Policies and Accessibility Scheme.

In addition:

The **school governors** are responsible for:

- ensuring that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- delegating responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher; and
- ensuring that they are familiar with all relevant legislation and the contents of this policy.
- ensuring that the school complies with all current legislation
- making sure this policy and its procedures are followed.

The Head teacher works with the Senior Leadership Team to ensure that:

- the Policy and Scheme are implemented
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment, training and selection are implemented
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet the Equality and Diversity Policy
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality.
- effective and reasonable adjustments are made where appropriate, to meet the individual needs of staff, young people and others who may have business within school;
- incidents of sexual/gender/ racist/ disability bullying, harassment or discrimination are dealt with according to our Behaviour/Anti-Bullying policy
- Ensure that all staff are aware of and follow the school's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
 - Incidents of discrimination, harassment and victimisation are recorded, managed and analysed appropriately in accordance with the school's policies, procedures and guidance;
 - Ensure that all visitors to the school are made aware of the policy and guidance.

The Inclusion Leader, as the designated member of staff for equality, will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils; and
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All staff

- are expected to have regard to this document and to work to achieve the objectives as set out below.
- have a responsibility to deal with incidents of harassment or discrimination; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.
- should model good practice, dealing with racist incidents and being able to recognise and tackle bias and stereotyping.
- should promote and model good race relations and avoid discrimination against anyone for reasons of race, ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.

- should keep up to date with the law on discrimination and taking training and learning opportunities.
- Report any issues associated with equality and diversity in accordance with this policy.
- It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction and regular refresher training.

9. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

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

Pupils and parents/ carers

- have a proportionate responsibility to understand the policy, as do **visitors** to the school.
- All visitors to the school, including parents and carers, or others who use the premises are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through shared input with staff on developing policies relating to this area. This may include:
- Anti-bullying policy and specifically racist and homophobic bullying
- Developing school/ class rules which challenge discriminatory behaviour

Visitors and contractors are responsible for:

- Knowing and following our policy. We will publish this policy on our website to enable them to do this.

10. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Learning for Life (PSHE) but also activities in other curriculum areas;
- ensuring there is a consistent, open and equitable approach to inclusion within school, where conversations about inclusion can be held without fear of rebuke;
- holding assemblies dealing with relevant issues and inviting external speakers to contribute;
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- encouraging and implementing initiatives to promote inclusiveness within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs; and
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

11. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made:

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays;
- is accessible to pupils with disabilities; and
- has equivalent facilities for boys and girls.

Equality objectives

We have four strategic objectives:

1. To close the attainment and achievement gap within the school

- DAP pupils will achieve in line with non DAP peers throughout the school
- Boys will achieve in line with girls throughout the school
- SEND to make progress in line with their peers from their start points
- Assessment arrangements enable all pupils to attain at the highest level possible and do not put any group of pupils at a substantial disadvantage.
- All staff have an equal opportunity for promotion to all levels within the school.

II. To eliminate discrimination by developing common values based on dialogue, mutual respect and acceptance of diversity.

- Curriculum content, including Learning for Life contributes to an positive promotion of cultural diversity, and challenges prejudice, bias and stereotype.
- The mainstream curriculum including Learning for Life provides pupils with opportunities to learn about and become involved in the life of their communities.
- Behaviour and discipline policies and procedures reflect the commitment to developing well-being, mutual respect and acceptance of diversity.
- All staff and governors have the knowledge and understanding to provide opportunities to develop common values based on dialogue, mutual respect and acceptance of diversity.
- To reduce the number of prejudice-based incidents in school
- To use restorative approaches to model conflict resolution skills to children

III. To contribute to building good community relations and well-being for all and challenge all types of discrimination and inequality.

- The school works with its MAT partnership schools, the Local Education Authority and other providers to train its staff and governors on their responsibilities under relevant legislation.
- All staff and governors have the knowledge and understanding to promote good community relations, well-being for all and challenge discrimination.
- The school takes positive steps to promote good community relations.
- To deliver a wellbeing curriculum and a curriculum with enrichment opportunities for all children.

IV. To advance equality of opportunity for all by removing the barriers to access, participation, progression, attainment and achievement.

- The criteria and terms of offering a place at school follow SCC Admissions guidelines.
- The school excludes the minimum number of pupils irrespective of social or ethnic groups.
- All pupils have access to the full curriculum and no one group is over-represented or disappplied from the National Curriculum.
- All children have equal opportunities to undertake a range of enrichment opportunities to develop their cultural capital.
- The staff profile represents the diversity of British society.
- The governing body reflects the communities it serves.

12. Responsibility for overseeing practices in the school lies with a named member of staff (Della Sullivan) and governor (Jan Parker)

Responsibilities include:

- Co-ordinating and monitoring work on issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)

- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/ language or Traveller communities, disabled pupils etc.)
- Monitoring exclusion

13 . Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors annually to ensure that it is effective in eliminating discrimination, promoting access and participation, and developing good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of in found as a result of impact assessment will be used to inform future planning and decision making.

Prejudice-Related Incidents Monitoring Form



Date of incident

Details of those involved:	Perpetrator(s)	Victim(s)
Name(s):		
Status (Pupil, Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child)		
Gender		
Ethnicity (use Surrey ethnic categories only)		
First Language		
SEND (Yes / No)		
Pupil Premium (Yes / No)		
Year Group		
Repeat offence/victim? (Yes / No)		

Equality category involved:

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Additional prejudice-related factor(s) involved in the incident (if applicable):

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Type of incident (tick one only, ie the category which most closely describes the incident):

<input type="checkbox"/> Verbal abuse (eg name-calling, ridicule, comments, jokes)	<input type="checkbox"/> Verbal threats	<input type="checkbox"/> Damage to personal property
<input type="checkbox"/> Non-verbal abuse (eg gesture, mimicry, using pictures or objects)	<input type="checkbox"/> Physical intimidation or threats (eg expressed by gesture or physical proximity)	<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Cyber bullying (eg tSexting, email, facebook)	<input type="checkbox"/> Physical abuse (eg hitting, pushing, unwanted touching)	<input type="checkbox"/> Discriminatory/offensive graffiti

<input type="checkbox"/> Avoidance or refusal to interact	<input type="checkbox"/> Intimidation or threat with weapon	<input type="checkbox"/> Possession or display of discriminatory/offensive materials (eg racist insignia or publications)
<input type="checkbox"/> Collusion with behaviour of others	<input type="checkbox"/> Physical assault with weapon	<input type="checkbox"/> Other discriminatory behaviour
<input type="checkbox"/> Incitement (eg encouraging others to participate)		

Description of the Incident:

When and where did the incident happen?		
<input type="checkbox"/> Travelling to school	<input type="checkbox"/> Between lessons	<input type="checkbox"/> On school premises after school
<input type="checkbox"/> On school premises before start of school	<input type="checkbox"/> During breaktime	<input type="checkbox"/> Travelling from school
<input type="checkbox"/> During lessons (in classroom)	<input type="checkbox"/> During lunchtime	<input type="checkbox"/> Away from school / During leisure time
<input type="checkbox"/> During lessons (in unauthorised location)	Specify location:	
Severity of incident		
<input type="checkbox"/> No offence was intended	<input type="checkbox"/> Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable	
<input type="checkbox"/> Hurt or distress caused, but offending behaviour unlikely to be repeated	<input type="checkbox"/> Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated	
Summarise what happened and who was involved including witnesses, participants and bystanders:		
Other relevant information (eg relationship between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items)		

Action Taken (tick all that apply)

Victim-related	Perpetrator-related	School-related
<input type="checkbox"/> Parent/guardian informed <input type="checkbox"/> Comfort and reassurance <input type="checkbox"/> Buddying, peer support <input type="checkbox"/> Counselling <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Education on e-safety <input type="checkbox"/> Referral to specialist help/agency <input type="checkbox"/> Medical treatment <input type="checkbox"/> Review dates set <input type="checkbox"/> Other (please describe): <div style="border: 1px solid black; width: 200px; height: 30px; margin-left: 20px;"></div>	<input type="checkbox"/> Parent/guardian informed <input type="checkbox"/> Apology to the victim(s) <input type="checkbox"/> Advice/pastoral support <input type="checkbox"/> Restorative Justice <input type="checkbox"/> Referral to senior teacher <input type="checkbox"/> Disciplinary action (eg detention) <input type="checkbox"/> Referral to specialist help/agency <input type="checkbox"/> Fixed-term exclusion <input type="checkbox"/> Permanent exclusion <input type="checkbox"/> Police informed <input type="checkbox"/> Other (please describe): <div style="border: 1px solid black; width: 200px; height: 30px; margin-left: 20px;"></div>	<input type="checkbox"/> Class/peer group workshop <input type="checkbox"/> Assembly item <input type="checkbox"/> Letter to parents/guardians <input type="checkbox"/> Policy review <input type="checkbox"/> Review of curriculum <input type="checkbox"/> School campaign (eg posters) <input type="checkbox"/> Staff training <input type="checkbox"/> Initiative with learning community <input type="checkbox"/> Initiative with Local Authority <input type="checkbox"/> Other (please describe): <div style="border: 1px solid black; width: 200px; height: 30px; margin-left: 20px;"></div>

Form completed by:

Print name	Position	Signature	Date

For advice and guidance on reporting and responding to incidents please refer to the prejudice-related incidents guidance notes at <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/advice-and-support>