



Whole School Pupil Anti-Bullying Policy

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Whole School Anti Bullying Policy

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Section 1 Context including National and Local Policy and Legislation

The profile of bullying and anti bullying work locally and nationally has never been higher. Evidence from national and local research shows that bullying is widespread; consultation with children and young people repeatedly identifies bullying as a key concern for them.

This policy supports the vision of *Cambridgeshire County Council and the Cambridgeshire Granta pupils Anti Bullying Strategy* which is that 'everyone should have a right to live in an inclusive atmosphere, free from bullying and be treated with dignity. The health, wellbeing and emotional welfare of all children and young people are of paramount importance and should be treated as such.'

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non statutory guidance. Dealing with bullying, discrimination and harassment is a high profile aim in two of the five national outcomes for Granta pupils namely 'Stay Safe' and 'Make a Positive Contribution' as well as impacting on the other three outcomes. Under these two key outcomes schools are inspected for the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour.

Section 2 What is Bullying?

a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self- confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people.

b) A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect Granta pupils experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DCSF and Cambridgeshire Granta pupils definitions of bullying:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. DCSF 2007

'Bullying is the persistent, deliberate attempt to hurt or humiliate someone'. Cambs Granta pupils 2007

At Granta School we have pupils who do not understand the consequences of their behaviours and the effect it has on others. In these cases an incident may not be seen as bullying even though some pupils and parents will perceive the unfocussed behaviour as bullying and will become distressed by it.

At our school we define bullying as:

'Emotionally or physically harmful behaviour which is:

- *Repetitive, willful or persistent*
- *Intentionally harmful, carried out by an individual or a group*
- *Based on an imbalance of power leaving the person who is bullied feeling 'defenseless'.*

For the children at our school the definition of someone who bullies is someone who:

Understands the consequences of their action and that their behaviour is in their control rather than being a part of their special needs.

'Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in'. Cambridgeshire child

c) Bullying Forms and Types

The school recognises that although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as special need, height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; ~~called gay (whether or not it's true)~~; insulted about their **sexuality**, race, religion or culture; called names in other ways or having offensive comments directed at them

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyber bullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

Specific Types of Bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation

- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, the person who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some Granta pupils can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

d) Recognising Signs and Symptoms

The school recognises the fact that some Granta pupils are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Granta pupils who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other Granta pupils
- Developing changes in physical behaviour such as stammering and nervous ticks
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide
- Changes in use of technology such as social media use

Where Granta pupils are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service

Recognising Reasons for why Granta pupils may Bully

The school recognises the fact that Granta pupils may bully, for a variety of reasons, and recognising why Granta pupils bully supports the school in identifying Granta pupils who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-

being of Granta pupils who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some Granta pupils may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Poor communication skills

Section 3 – Implementing the Anti Bullying Policy in our School

a) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including Granta pupils who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- staff including teachers and support staff who are trained in listening skills and anti bullying issues
- a designated Person for Child Protection
- the school council
- a buddy ethos in the school

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in Granta pupils are recorded and communicated to the whole school community via:

- local authorities anti bullying leaflet for parents/carers
- the school's prospectus/booklet/[website](#)
- the school's curriculum/open evenings for parents/carers
- [the whole school pupil anti bullying policy](#)

d) Responding to Incidents of Bullying

The school has a procedure for responding to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all Granta pupils that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all Granta pupils are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved.

In cases involving cyber bullying, the school will follow the guidance in the Granta Acceptable Use and E-safety Policy in conjunction with the process described below.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection policy and procedures. Statutory guidance on safeguarding Granta pupils identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

- **Monitoring and recording behaviour and relationship issues.** The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall behaviour management policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves e.g., using the school's definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred, monitoring by the SMT and analysis of the incident data base
- **Making sure the person being bullied is safe and feels safe.** When a Granta pupil reports being bullied (including when they describe disability, racist, gender or homophobic bullying), the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner.
- **Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').** Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved. Any follow up action will include taking the views and observations of any bystanders. The follow up logging form covers:
 - Date, time incident reported
 - Member of staff to whom the incident was reported
 - Date, time, location of alleged incident
 - Nature of the alleged incident from the perspective of the person being bullied, witnesses and other parties.
 - Date, time when parents/carers were informed
 - Details of immediate action taken
 - Details of follow up strategies including outcomes of mediation and reconciliation process

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. Granta pupils are invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate Granta pupils are told what will happen to the information. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in perpetuity in the incident file for initial records and then follow up records in a separate file with the child protection documents in the Head Teacher's office.

The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the RaID website. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. An additional written record will also be kept and shared with the governing body. The

governing body will use this record to support the submission of figures in relation to racist bullying / incidents to the local authority on a termly basis.

(See RaID / Racist Incident Report Form)

- **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that when Granta pupils causing harm understand the consequences of their behaviour then they should be held to account for their behaviour. This means:
 - Accepting responsibility for the harm caused to the individual being bullied;
 - Accepting responsibility for the harm caused to others (for example staff, friends or family);
 - Recognising the need to take action to begin to repair the harm caused; and
 - Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

The school approach supports the person who is doing the bullying; through a process of mediation or restorative justice to help them to understand and accept that it is wrong to bully, that they should take responsibility for their behaviour and, where this is appropriate, (depending on the possible reaction of the victim) make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many Granta pupils who display anti social behaviour and lack empathy for others may do so because of their cognitive development or their special educational needs **or disabilities**.

- The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of the special educational needs or disabilities that Granta pupils have and taking into consideration the needs of the more vulnerable Granta pupils. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However for a sanction to be reasonable and lawful the school will take account of the nature of the Granta pupils' disability (in line with the Granta Behaviour Policy) and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:
 - Impress on the perpetrator that what he/she has done is unacceptable
 - Deter him/her from repeating that behaviour
 - Signal to other Granta pupils that the behaviour is unacceptable and deter them from doing it.
 - Give a period of respite to the victim

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. This approach gives the best chance that bullying will not be repeated. The school will draw upon the school's behaviour management policy and follow the system for sanctions, which includes:

- removing child / young person who is bullying from particular groups of Granta pupils including withdrawing them from certain activities break times/ lunchtimes.
- involving Granta pupils in developing appropriate 'fair punishments' for those who have been involved in bullying.

- withdrawing privileges such as excluding the child/ young person from non curricular school visits or representing the school.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Serious cases of bullying can include where targeted, intentional and understood violence and damage to property has taken place. Some Granta pupils who have been subjected to bullying can be provoked into violent behaviour.

- **Communicating with the whole school community.** The school will communicate to the whole school community that bullying is taken seriously and is responded to appropriately. This will include talking to parents/ carers. (See Section Working With Parents/Carers)
- **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.** Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a Granta pupil has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school, electronically and in the community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours the school will respond by talking to the pupil and involving the parents/carers to support the pupil through the problems. In more serious cases the school staff will suggest other agencies to be contacted.

The school encourages Granta pupils to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- raise concerns and take steps as appropriate e.g. contacting the police to alert them to trouble spots
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police officers and representatives from the Youth Support Service, Connexions and other organisations (including sports clubs and voluntary organisations)
- contact local authority if bullying occurs on school transport
- offer Granta pupils and parents/cares strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones

e) Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied and the child/ young person who is allegedly bullying, will be invited to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that the perpetrators, where they understand the consequences of their chosen behaviour, should be made to accept responsibility for their behaviour and make amends. The school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote. A cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children to learn about the consequences of their actions.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the form tutors / class teachers and Key Stage Managers; Deputies/ Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the form tutor. A record of the incident will be recorded on an incident form by the member of staff involved. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'); this will be reported via the school bullying incident form. The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up discussions with parent/carers will share these agreed measures and monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in Granta pupils and how to approach the school to register concerns/incidents and seek support is available via the:

- school's/ local authority anti bullying leaflet for parents/carers
- school's prospectus
- school's website

f) Following Up / Supporting and Monitoring

The school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that Granta pupils feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from Granta pupils. Some strategies form a part of the school's anti bullying preventative work. Our strategies include:

- Providing opportunities for class, circle or tutorial time where Granta pupils can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for Granta pupils to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way
- The Support Approach (No Blame) which involves holding regular meetings individually and jointly with the person being bullied, the person who is bullying and bystanders using a 'problem solving'

process. The teacher/ member of staff acts as a neutral third party and uses open questions to enable the Granta pupils to explore and solve the problem for themselves through developing an appreciation for the feelings of others, empathy and a wish to resolve the situation and heal damaged relationships.

- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for Granta pupils who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing support activities such as music therapy where Granta pupils can find a way to express their feelings
- Providing supportive and nurturing structures such as Golden Buddies; pupils, who will support, listen and recognise the need for adult help when another pupil is in distress.
- Employing the experience and training of some of the staff in techniques such as Solution Focussed Problem Solving to support individuals and groups where appropriate (National Primary and Secondary Behaviour and Attendance Strategy).

g) Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.
- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Implementing a Personal Safety Programme such as the Cambridgeshire Staying Safe Programme
- Ensuring that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing opportunities to celebrate effective anti bullying work
- Providing training on behaviour management and anti bullying for all relevant staff
- Providing a school council and regular circle time, enabling Granta pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports Granta pupils' emotional wellbeing.

- Providing communication systems by working with Granta pupils to identify key individuals (such as the Key Worker) with whom they can confide.
- Providing publicity including information leaflets for Granta pupils and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups
- Providing mixed age group lessons and social times that give Granta pupils from different age groups opportunities to socialise and support each other
- E-safety lessons as part of the Computing Curriculum, to help our pupils stay safe online.
- Providing a transition programme to support Granta pupils moving across year groups and key phases.
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers
- Linking with other schools in a local school partnership and with local authority strategies

h) Delivering the Entitlement Curriculum for Friendships and Relationships and Bullying in our school

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of Granta pupils' self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for Granta pupils to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for Granta pupils to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Primary and Secondary Personal Development Programmes in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
- The school also uses the Cambridgeshire Education Child Protection Service 'Staying Safe' Programme.
- The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lesson/tutor times/focussed events/ health weeks/ conferences.
- Other curriculum areas such as Citizenship, Religious Education, Humanities, English.
- Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education.

See school's PSHE and Citizenship policy for further detailed information on curriculum planning, teaching methodologies and teaching resources

i) Granta pupils' Consultation and Participation

The school considers listening to the voices of Granta pupils and allows them opportunities to express their views and opinions regarding bullying as an important part of our preventative work. Granta pupils are actively encouraged to participate in identifying both the problems and solutions to bullying; engaging in initiatives to support an anti bullying ethos in school. Granta pupils actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Identifying new forms of bullying, such as cyber bullying
- Making decisions about how to address and tackle bullying
- Learning how to play an active participant role in challenging bullying such as engaging in peer support schemes such as buddies, mentoring and mediating

The school adopts a number of democratic methods / systems for promoting pupil consultation including:

- Class and school councils, youth parliaments/forums
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work, creative arts and drama, music or play therapy.
- Surveys including written questionnaires; drawn and written, designed and carried out by the School Council.
- Listening systems such as Golden Buddies and Key Workers
- Individual communication systems such as symbol mats

j) Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with Granta pupils are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in Granta pupils and how to identify vulnerable Granta pupils who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to anti bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the anti bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

k) Involving Outside Agencies

The school seeks the support and guidance from relevant and local and national agencies and organisations that work collectively to ensure that those who work with and support Granta pupils are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

l) Monitoring and Evaluating the Anti Bullying Policy

The school's anti bullying policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review is coordinated by the SMT / PSHE leaders and involves monitoring and evaluating anti bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community including staff, governors, Granta pupils (see section 3i) and parents/carers using a range of methods such as:

- surveys and questionnaires
- Use of the school incident data base
- PSHE anti bullying week discussions

The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of Granta pupils, and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Risk assessment for Granta pupils who exhibit sexually inappropriate or harmful behaviours.
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy School theme of 'Emotional Health and Wellbeing (including bullying)

The results of the review are used to inform areas for school development, these should then be included in the School Improvement / Development Plan and other appropriate actions plans. The evidence demonstrates the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour.

The policy is reviewed every 2 years.

Review date due: November 2019

Section 4 – Appendices

Appendix A – Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website <http://www.ccc-raid.co.uk/> (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or Judith.evans@cambridgeshire.gov.uk or Health Lawrence at CREDS on 01223 568841 or heather.Lawrence@cambridgeshire.gov.uk)

RACIST INCIDENT REPORT FORM

School/Establishment

Date & time of Incident.....

Victim's name.....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Perpetrator's name.....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Nature of incident (*tick any that apply*):

Racist comments and language

Verbal abuse and threats

Physical assault

Ridicule and ostracism

Racist graffiti

Written abuse

Damage to property

Provocative behaviour

Possession/distribution
of racist material

Other

Details of incident:.....

..... *To be completed by designated member of staff*

Action taken.....

.....(*continue on separate sheet if necessary*)

Have parent(s)/carer(s) of victim been informed? YES NO

Have parent(s)/carer(s) of perpetrator been informed? YES NO

Perpetrator's ethnic origin (including Traveller or Refugee)

Victim's ethnic origin (including Traveller or Refugee).....

Outcome recorded in victim's/perpetrator's files (*please circle*)

Record completed by:.....

Signature of designated Member of SMT:.....

Date:.....