

Burwell Village College Primary School

Anti-Bullying Policy

1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. **There will be no stigma attached to "telling appropriate tales"**

We believe that Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Bullying is unacceptable behaviour that requires immediate action. When it occurs we will take it seriously and adopt a flexible but effective approach. Schools have a responsibility to respond promptly and effectively to issues of bullying.

2. What Is Bullying?

Bullying is the use of deliberate hostility and aggression with the **intention** of hurting another person. It usually has a victim who is weaker and less powerful than the bully/bullies. Bullying results in an outcome which is always painful and distressing to the victim. Bullying is often, though not always, repeated over a period of time and the victim finds it physically or verbally difficult to defend themselves.

At our school we define bullying as: 'Emotionally or physically harmful behaviour which is:

- Repetitive, wilful 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 defenceless'.

The Anti-Bullying Alliance: Tackling bullying in schools: January 2011 guidance states:

- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is usually repetitive (though one-off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves).
- Bullying behaviour is not teasing between friends without intention to cause hurt.
- Bullying behaviour is not falling out between friends after a quarrel or disagreement (though in some cases this can lead to bullying).
- Bullying behaviour does not include activities that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

For the children at our school the definition of someone who bullies is someone who: *'Deliberately keeps on hurting you by what they do & say or someone who threatens you and makes you too frightened to tell the teacher.'*

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures (includes Travellers)
- Sexual unwanted physical contact or sexually abusive comments
- Sexist based upon gender
- S.E.N based upon a persons Special Educational Needs / academic abilities
- Disability based upon a persons disability
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- On line / cyber sending 'hate' text messages / emails or abusing victims via mobile phones.

There are important links to the **Positive Behaviour Policy** - It is important to remember that when there are several pupils of equal verbal or physical strength who have a fight or quarrel, this may not be bullying. This is why it is vital to listen to all sides of the argument before taking action.

Bullying is often regarded as events within school and school time, however the school will also take action if bullying is

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threatened to take place after school or if bullying is affecting a child in school. Such incidents may also be logged and parents informed.

3. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously, bullying will not be tolerated. Pupils and parents should be assured that they will be supported when bullying is reported. **Whether their child is the victim or perpetrator of bullying.**

4. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs (taken from Kidscape guidance) and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school / becomes school phobic
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully?)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen?)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems and may vary depending upon the child's maturity or ability but bullying should be considered as one of the possibilities and should be investigated.

5. Procedures

The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly. Children are taught & parents encouraged to report bullying incidents to members of staff as soon as possible.

Members of staff will listen to the child/ren and act appropriately to these reports.

1. In cases of bullying, the incidents will be recorded by staff in the **class log** (Appendix C) or if an incident happens during lunchtime in the lunchtime club folder (**Time to Think** sheets). - this will then be reported to the class teacher.
2. Pupils are usually spoken to by the class teacher or senior member of staff, either individually and / or as a group to ascertain what happened. If required appropriate support & sanctions will be given in line with the Positive Behaviour Policy. Parents are informed at the end of the school day – in person or by telephone. The class logs allow staff to identify patterns and give teachers to opportunity to inform teaching assistants & other teachers who deal with the pupils to keep an eye upon bullies & victims.
3. If the incident is deemed serious or part of a pattern then a **Bullying Report Form** will be filled in by the class teacher or senior member of staff. This will be kept in the Head's office. (attached) This form clearly outlines all opinions of what occurred, to whom & by whom, the outcomes and sanctions. Parents will always be informed

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at this stage. If necessary parents will be asked attend a meeting to discuss the issues. Guidance for parental meetings is outlined in 'Tackling bullying in schools: January 2011'.

4. By working with parents attempts will be made to help the bully (bullies) change their behaviour., and to give the victim strategies to cope.
5. If necessary the class log can be adapted to an individual log of all incidents for a particular pupil allowing staff to identify patterns of behaviour. All members of staff who deal with the child will be able to add to this log.
6. If necessary and appropriate outside agencies will be consulted including Education Specialist Support Team (Social Emotional Behaviour advisors) Locality (School Nurse, Family Support Advisors, Counsellors) Social Care & the police). The process will usually involve the completion and parental consent on a Common Assessment Form (CAF)

Outcomes

All bullying will be taken seriously and action will be taken as soon as possible to deal with it and prevent further incidents occurring.

1. The bully (bullies) will be asked to consider their past actions and possible future actions and may be asked to genuinely apologise. Other consequences & sanctions will be inline with the **Positive Behaviour Policy**. It is important to note that pupils may not know the full extent of other pupils sanctions.
2. Some children may require an Individual Behaviour Programme (IBP) This is the equivalent of an Individual Educational Program (IEP) This is agreed between parents, teachers & pupil and allows for a consistent approach to pupils with Social, Emotional or Behavioural Difficulties (SEBD)
3. In serious cases, exclusion will be considered following Local Authority guidelines.
4. If possible, the pupils will be reconciled. The Group Method (no blame approach) is often a useful method for serious issues (Appendix F).
5. Parents will be informed of outcomes.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
7. Racist, homophobic, disability / SEN related incidents will be reported / logged online by the Head Teacher.
<https://forms.cambridgeshire.gov.uk/customer/servlet/ep.app?ut=X&type=295126>

Prevention

As well as the **Anti-bullying & Positive Behaviour policies** we also aim to prevent bullying through the use of our **PSHE** and **SEAL** curriculum and Circle Time.

- following the SEAL & PSHE scheme of work
- writing a set of class and playground rules
- following the golden rules, reinforced frequently in class and school.
- signing the home-school agreement or an individual behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays having discussions about bullying and why it matters
- using Kidscape and Anti-Bullying Alliance resources for helping children to prevent bullying.
- 5 finger friends – 5 people who they would go and share a problem with (i.e. Teacher, Teacher, Teaching Assistant, Head, Parent)

Through these we aim for children to develop:

- Good self awareness and self esteem
- To be able to share joys and problems with others (peers & adults)
- To feel safe and secure at all times and in all areas of the school.
- To know that to say NO is okay when uncomfortable or unhappy about behaviour or suggestions of others.
- To recognize inappropriate behaviour from others and to have opportunities to praise positive actions of others. (merit marks, merit assembly etc)
- To know what to do if they feel anxious or bullied.

This policy was compiled with reference to Cambridgeshire Schools Anti-bullying Policy Framework,; the DCFS 'Don't Suffer in Silence' An Anti-bullying pack for schools; Anti-bullying alliance - Tackling bullying in schools 2011

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Appendix A

RESOURCES & HELPFUL ORGANISATIONS:

Local Authority Anti-Bullying pages:

<http://c9b.e2bn.net/e2bn/leas/c99/schools/c9b/web/public/Anti-bullying%20Website/Bullying%20Home/>

Archived TeacherNet web page:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	01206 873820
KIDSCAPE (Parents Helpline, Mon-Fri 10-4) http://www.kidscape.org.uk/	020 7730 3300
Parentline Plus	08088 002222
Youth Access	020 8772 9900

Specialist support

(Anti-Bullying Alliance January 2011:

There are organisations that can provide advice, support and resources for dealing with specific forms of bullying. Some of these organisations are listed here. For up-to-date information, visit the ABA website.

General advice for schools and governors

Anti-bullying Alliance	www.anti-bullyingalliance.org.uk
Advisory Centre for Education	www.ace-ed.org.uk
Governornet	www.governornet.co.uk
NGA (National Governors' Association)	www.nga.org.uk
NSPCC	www.nspcc.org.uk

Support for children and young people

Childline	www.childline.org.uk
Cybermentors	www.cybermentors.org.uk
Kidscape	www.kidscape.org.uk

Support for parents and carers

Advisory Centre for Education	www.ace-ed.org.uk
Parentline Plus	www.parentlineplus.org.uk

Cyberbullying

Childnet	www.childnet-int.org
Thinkyouknow (CEOP)	www.thinkyouknow.co.uk
StopTextbully	www.stoptextbully.com
Cyberbullying.org	www.cyberbullying.org

Sexual or gender-related bullying

Aim project	www.aimproject.org.uk
NSPCC	www.nspcc.org.uk
Brook	www.brook.org.uk
Teen Boundaries	www.teenboundaries.co.uk
Women's Aid	www.womensaid.org.uk

Bullying related to special educational needs and disabilities

Mencap	www.mencap.org.uk
National Autistic Society	www.autism.org.uk
Young Minds	www.youngminds.org.uk
Every Disabled Child Matters	www.edcm.org.uk

Bullying related to race and religion

Equality and Human Rights Commission	www.ehrc.gov.uk
Save the Children	www.savethechildren.org.uk

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Race on the Agenda (ROTA)

www.rota.org.uk

Homophobic bullying

Stonewall

www.stonewall.org.uk

Schools Out

www.schools-out.org.uk

Each

www.eachaction.org.uk

*(Educational action challenging
homophobia)*

Other specialist agencies

Combating Obesity

www.combatingobesity.org.uk

Changing Faces

www.changingfaces.org.uk

*(supports people with disfigurements
to the face or body from any cause)*

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Appendix B –Guidance to different types of Bullying

Cambridgeshire Schools - Anti-Bullying Policy Development Process Resource - May 2008

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools have a statutory duty to log all incidents of racist or faith-based bullying and submit them on a regular basis (termly) to the local authority. This 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. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

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Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

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Appendix D - A Sample Bullying Incident Report Form

Cambridgeshire Schools - Anti-Bullying Policy Development Process Resource - May 2008

Logging and Filing information

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

<i>ALLEGED BULLYING INCIDENT</i>			
Student allegedly bullied Name(s)	d.o.b.	Year	Group
Ethnicity	Gender M / F	SEN Stage	
Home language	looked-after child Y / N		
Date of incident			
Time of incident			
Location of incident			
Nature of incident, identify details of any injury or damage to property, etc			
<p>Circle any elements that apply:</p> <p>Racist Sexual/Sexist Homophobic SEN/Disability</p>			
Member of staff to whom the incident was reported			
Alleged perpetrator(s): Name(s)	Year	Group	

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Witnesses to the incident
Witness reports of incident (continue on separate sheets if necessary)
Parents/carers of alleged subject(s) informed: Date Time
Parents/carers of alleged perpetrators informed: Date Time
Details of immediate action taken

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Appendix E - Responding to and Following Up Incidents of Bullying

Cambridgeshire Schools - Anti-Bullying Policy Development Process Resource - May 2008

This appendix outlines the reconciliation processes and approaches the school will take when responding to incidents of bullying. This appendix includes guidance on the:

- Support Group Approach (previously called No Blame Approach),
- Method of Shared Concern
- Anti Bullying Council and contract of promises
- Peer Mediation Service using the 'My Turn, Your Turn' approach.

The Support Group Method (No Blame Approach) – How It Works

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator. It should be noted that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step one – talk with the victim

When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, "That must be very hard for you ... So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to".

It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further victimisation but when the non-punitive aspect is fully explained they usually feels safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The facilitator should end the meeting by:

- *Checking that nothing confidential has been discussed which should not be disclosed to the group.*
- *Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.*
- *Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.*
- *Offering the person an opportunity to talk again at any time during the procedure if things are not going well.*

The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

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Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about 'John' who is having a very hard time at the moment. The facilitator recounts the story of 'John's' unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- *No-one is in trouble or going to be punished*
- *There is a joint responsibility to help 'John' to be happy and safe*
- *The group has been convened to help solve the problem.*

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of their peer's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the teacher/ facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

The above description of the Support Group Method is taken from Lucky Duck Publishing website. www.luckyduck.co.uk.

The entire process showing the seven steps is available as a training video (Michael's Story - The No Blame Approach. Maines and Robinson, 1992). A fuller account of the development of the work is published in a book "Crying for Help." Robinson and Maines 1997 Lucky Duck Publishing Ltd.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour

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and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process. However, having trailed this process, schools may feel that adjustments are required to ensure that the programme suits the needs of their school and individual children and young people. Schools may feel, for example, that where it is suggested that no notes are required in step 6, they may wish to make discrete notes after the meeting, for their own reference.

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