Sutton CE VC Primary School

Anti-Bullying Policy

Approved by the Governing Body: March 2021

Introduction: 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 indicates that bullying is widespread and consultations with children and young people (CYP) repeatedly identify bullying as a key concern for them.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance **(see appendix A National Legislative and Policy Context).** In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The Common Inspection Framework (2015) requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils' personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying **(see appendix B Inspecting Schools).**

Definition: 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 believe 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 aim 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 children's 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 DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying:

behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves.

Cambs CFA 2016

At our school we define bullying as:*The intentional and (usually) persistent physical, verbal or emotional hurting of one person by another person or group of people which may have a continuing harmful effect on the victim and where the relationship involves an imbalance of power.*

Our children and Champions of Change has defined bullying as:

When someone is mean, over and over (repeatedly). Not always face to face can be online.

Bullying makes you feel sad and angry. It hurts your feelings for more than one day.

c) 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 belongings 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 race, religion or culture; called names in other ways or having offensive comments directed at them.

Relational / indirect – by having nasty stories told about them; being left out, deliberately ignored or excluded from groups.

Electronic / 'cyberbullying' - 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 phone.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP.

These include bullying related to:
- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked–after children

(See appendix C Bullying Forms and Types)

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include: · The ring-leader, the person who through their social 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 children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

d) Recognising Signs and Symptoms

The school recognises the fact that some children 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.

Children 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:

- · Being frightened of walking to or from school
- · 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
- · Failing to achieve potential in school work
- · Becoming withdrawn, nervous and losing concentration
- · Becoming isolated and disengaged from other children
- · Developing changes in physical behaviour such as stammering and nervous ticks
- · Regularly having books or clothes destroyed
- · Having possessions go 'missing' and money 'lost' including packed lunch and money
- · Starting to steal money (to pay the perpetrator)
- · 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

Where children 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.

Implementing the Anti Bullying Policy in our School

a) Introduction

This anti bullying policy is set within the wider context of the school and overall aims and values and our work as a National Healthy School. We are committed to engaging with a whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.

At Sutton C of E Primary:

- · We promote a healthy, safe and caring environment for all pupils and staff.
- · We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- · We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.
- · We prepare our pupils to meet the challenges of adult life with confidence.
- · We provide sufficient information and support to enable our pupils to make safe choices.
- · Through an enriched curriculum, we provide young people with opportunities to develop the necessary skills to manage their lives effectively.
- · We help our young people to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- · We create a wider awareness of religious, cultural and moral values and respect for different ethnic groups, religious beliefs and ways of life.
- · We promote an inclusive ethos and culture where tolerance and respect are promoted and diversity and difference are recognised and celebrated.

Other school polices which support our Anti Bullying policy include whole school Positive Behaviour, PSHE, Inclusion, Equality and Community Cohesion policies, Gender and Equality scheme, Acceptable Use of ICT policy, Sex and Relationships Education, Gifted and Talented, SEN and Staffing policies.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. In line with national guidance the school has allocated specific responsibility for anti-bullying work to the school's Headteacher and Deputy Headteacher, who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

• evaluating data to inform policy development;
• co-ordinating anti-bullying curriculum opportunities;
• overseeing the effectiveness of the anti-bullying prevention and response strategies
• supporting staff to ensure alignment with the school anti-bullying policy and practice.

b) Policy Aims

The aim of this anti bullying policy is to communicate the school approach to involving the whole school community in developing and promoting a whole school anti bullying ethos and culture. The policy provides clear guidance on how the school intends:

- · To raise the awareness of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement.
- · To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
- · To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- · To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- · To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem.
- · To apply reasonable and proportionate disciplinary sanctions to children causing the bullying.
- · To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour.
- · To provide longer term support to promote the self-esteem of those who have been bullied to reduce the likelihood of long term damage.
- · To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- · To identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support when needed.
- · To ensure all staff are trained and supported and model positive relationships.
- · To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors.
- · To provide a curriculum framework including an entitlement framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children 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 who are trained in anti-bullying issues
- · A designated Anti-Bullying Coordinator/ Person for Child Protection
- · Worry monsters/boxes
- · Parent Support Advisors
- · Direct contact between parents, children and staff

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

- · the school anti bullying leaflets for children – FS, KS1, and KS2.
- · the school anti bullying leaflet for parents/carers.
- · the school prospectus.
- · the school safeguarding notice board.
- · the school website
- · the school annual Meet the Teacher evenings for parents/carers.

d) Responding to Incidents of Bullying

The school have an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action. 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 Children 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.

In cases involving cyberbullying, the school will follow the cyberbullying guidance in conjunction with the process described below. (see separate Cyberbullying leaflet)

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

· **Monitoring and recording behaviour and relationship issues.** The school follow a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school overall positive behaviour policy. If an incident is recorded on the Bullying Log - It should be referenced in Pupil Asset 'See Bullying Log and folder'. It supports the detection of bullying and allows for intervention at an early stage. When necessary, incidents will be added to the Bullying Log. All staff will have post-it notes for use in out-of-classroom situations which can be transferred to the Bullying Log. These post-it notes will be kept in the playground bag which all staff on duty should carry.

· **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied (including when s/he describes disability, racial, gender or homophobic bullying), it is important to acknowledge this. A child's feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses are treated in the same manner and will lead to a conversation with the targeted child Incidents of racist bullying need to be reported to the Headteacher or Deputy Headteacher and the reporting of racist incidents policy.

Establishing and recording what happened by listening to the targeted child, 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. Records will be dated and kept in the Bullying Log. If incidents escalate and require the involvement of the Deputy Headteacher or Headteacher, a more formal recording system will be used(see appendix D Sample Bullying Incident Report Form). Reference to this will be made in the Pupil Asset Behaviour Log. Section A of the form includes:

· 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

· Date, time when parents/carers were informed.

Deciding upon a response. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be questioned. 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 believe that children causing harm 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 is currently using the:
· **Support Group Approach**

The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school restorative approach has failed to prevent further incidents of bullying. Where appropriate the school may use sanctions in conjunction with the school restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. 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 child's disability or SEN and the extent to which the child understands and is in control of what he/she is 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 children that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the children who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and relational 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 escalation but resolution and which gives the best chance that bullying will not be repeated. The school will draw upon the school positive behaviour policy and follow the system for sanctions, which includes:

· removing child / young person who is bullying from particular groups of children including withdrawing them from certain activities break times/ lunchtimes.
· withdrawing privileges

Where children do not respond to the school's restorative strategies (see above) or sanctions and in the case of more serious and persistent bullying including when violence and damage to property has taken place the school will consider excluding the perpetrator from school. The DCSF guidance for exclusion appeal panels makes clear that 'pupils responsible for violence and threatened violence should not normally be re-instated'. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack.

(See Appendix E Responding to Incidents of Bullying)

(See Appendix F- Cyber bullying Guidance)

· **Communicating with the whole school community.** The school will communicate, where necessary and appropriate to the whole school community that the bullying has been taken seriously and has been responded to well. 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 be 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 do not assume that a situation requires no further attention simply because a child 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. The timing of this monitoring will depend on the agreed responsive approach.

· **Responding to incidents of cyberbullying**
   The school will follow the above procedures alongside the school's E-Safety policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of

technology.

· **Responding to incidents of bullying which occur off the school premises.** The school recognise that bullying can and does happen outside school, and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believe that bullying is unacceptable wherever and whenever it happens.

The school encourage children 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. for incidents on buses contact the police to alert them to trouble spots, gangs etc.
· alert colleagues in other schools whose pupils are bullying off the school premises
· make contact with local police, sports clubs and voluntary organisations
· offer pupils and parents/carers strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using technology.

e) Working with Parents/Carers

Where the school have become aware of a bullying situation, parents/carers of the child who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school (or to a virtual meeting) 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 will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.
The school adopt 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 believe that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators 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 are seeking to promote and make it harder 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 take parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher. More senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/ member of staff. A record of the incident and the agreed actions/response made at the meeting will be recorded by and added to the Bullying Log. 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'). 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 appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.
A mentor can be provided by the school for all children involved in **(See Appendix E)**

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

· school anti bullying leaflet for parents/carers
· school prospectus
· school website

f) Following Up / Supporting and Monitoring

The school employ a number of specific measures/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support e.g. mentoring system (appendix E) for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school 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 children and involve children helping themselves and each other. The format of the sessions and records may vary to suit the individual pupil needs. 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 children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children 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 Group Method 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 children 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 professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service and Race Equality and Diversity Services.

· Providing opportunities for the child who has 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 groups such as Friendship Clubs where children can attend to discuss their friendship problems and receive support and advice from peers, some of whom may be trained mentors or have experienced similar distress and friendship problems.
· Providing supportive and nurturing structures such as a 'Circle of Friends' or a 'Buddy' for identified vulnerable individuals.

(See appendix E Responding to and Following Up Incidents of Bullying)

g) Prevention

The school believes that the whole school and 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 for children and the whole school community. Alongside the school responsive strategies for dealing with bullying incidents when they occur, the school adopt, 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 approaches include:

· 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

· Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme

· Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL) · Ensuring that the school anti bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school

- Providing training on behaviour management and anti-bullying for all relevant staff including midday-supervisors.

Promoting restoration, through support and following a 'Peaceful path'
https://drive.google.com/drive/u/0/folders/1necg0YVS79_5oLrkWoeggCpsoROT1bW

- Providing regular PSHE sessions and circle time, enabling children 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 children's emotional wellbeing.
- Providing confidential communication systems such as Worry Monsters/Worry Boxes and working with children to identify key individuals with whom they can confide.
- Providing publicity including information leaflets for children 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 when possible for vulnerable individuals and groups
- Providing Friendship Clubs and other peer support networks
- Providing a cross year group house system to allow children from different age groups to socialise and support each other.
- Providing information on support agencies such as ChildLine and Family Lives including telephone numbers for help lines and addresses for supportive websites
- Linking with other school in a local school and partnership and with local authority strategies

h) Delivering the *Entitlement Curriculum for Friendships and Relationships and Bullying in ourschool *

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

- The school adopt the Cambridgeshire Primary Scheme of Work for PSHE and Citizenship Personal Development Programme 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 is also implementing the Social and Emotional Aspects of Learning Programme (SEAL) as part of the Cambridgeshire Personal Development Programme.
- The school recognise and participate 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 times/focussed events/ health weeks.
- Other curriculum areas such as Citizenship, Religious Education, History
- Enrichment activities such as visits from drama groups, outside agencies.

i) Children's Consultation and Participation

The school consider listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school anti bullying policy and practice and engaging in initiatives to support an anti-bullying ethos in school. Children 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 buddying and mentoring.
The school adopt a number of democratic methods / systems for promoting pupil consultation
   including:
· Focus groups and face to face discussions with small groups of children
· Active learning and interactive learning techniques included in PSHE and Citizenship such as mind
   mapping sessions, role play, puppets, group work and creative arts.
· Surveys including questionnaires
· Listening systems such as suggestion boxes

j) Whole Staff Awareness and Training Opportunities

The school endeavour to ensure that teachers and other adults working with children 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 children and how to identify vulnerable children 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 and have a clear understanding of the school 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 and C&LC's review and evaluation of the anti-bullying policy and used to inform developments and enhance the school anti bullying ethos and practice.

k) Involving Outside Agencies

The school seek the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Support and involvement from outside national and local agencies and organisation include the:

· Cambridgeshire PSHE Service
· Cambridgeshire Specialist Teaching Service (Local authority Access and Inclusion Service)
· Cambridgeshire Education Child Protection Service
· Local Authority Education Welfare Officers
· Local Authority Education Psychologists
· Children and Adolescent Mental Health Services (CAMH)
· National Anti-Bullying Alliance
· Other national organisations such as Child Line and Family Lives

l) Monitoring and Evaluating the Anti Bullying Policy

The school 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 school's anti bullying strategic leader and involves monitoring and evaluating anti bullying preventative and responsive strategies / interventions, to ensure the school 's practice is effective and sustained 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, children and parents/carers using a range of methods such as:

· surveys and questionnaires
· focus groups and interviews
· whole school audit tools

The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, 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

peer support initiatives or playground projects

· Records of the Educational Welfare Service identifying where bullying is a factor in

non-attendance

· Exclusion data relating to bullying

· Transfer and admissions data, specifically requests for transfer due to bullying or harassment

· Outcomes achieved as part of the school's work on promoting children's wellbeing

· Information contained in School Development Plans

The results of the review are used to inform areas for school development, which are included in the School Improvement Plan and other appropriate action plans.

Ofsted focuses on the key contributions made by the school and to the wellbeing of its pupils. The results of the evaluation of the school anti bullying policy and practice are used to inform the evidence presented in the annually.

APPENDICES

Appendix A: Bullying Incident report form

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

SECTION A: ALLEGED BULLYING INCIDENT

Target

Name(s): Age: Year group: Class:

Ethnicity: Gender: M / F **SEN Stage:**

Home language: Looked-after child: Y / N **Young Carer:** Y / N **Member of staff to whom the**

incident was reported:

Date of incident:

Time of incident:

Location of incident:

Target's Account / Concern of parents/carers:

Alleged perpetrator(s):

Name(s): **Age: Year group: Class: Nature of incident including details of any injury or**

damage to property etc.:

Circle any elements that apply:

Form: Physical Verbal Indirect Cyberbullying

Type: Bullying related to

Ethnicity/culture and religious

background
Gender identity Special
educational needs and

disabilities
Appearance or health conditions

Home circumstances e.g. young carers or
looked–after children

Gender Sexual identity Being gifted or talented

Parents/carers of alleged target(s) informed:

Date: Time:

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident

Name(s): **Age: Year group: Class:**

Bystanders'/ witnesses' accounts of the incident

Name(s): Age: Year group: Class:

Parents/carers of alleged perpetrators informed:

Date: Time:

SECTION C: ACTION TAKEN

Details of immediate action taken:

Monitoring of action taken and details of follow up and longer term action taken:

Prejudice related incidents including bullying

Note: In Cambridgeshire, schools submit termly reports of prejudice- related incidents including bullying electronically on the PRIDE website pride.learntogether.org.uk/ Schools can access their ID number for the website by contacting the Cambridgeshire Race Equality and Diversity Service Tel: 01223 703882 Email creds@cambridgeshire.gov.uk

Appendix B: Responding to incidents of bullying - The Support Group Method
See APPENDIX B - landscape support group method

This appendix outlines the reconciliation processes and approaches the school will take when responding to incidents of bullying. This appendix includes an outline of *The Support Group Method.*

The Support Group Method – Introduction

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.

For further information, see 5A The Support Group Method and 5B Recording Sheets for the Support Group Method

The Support Group Method – A Seven Step Structure

Step one – talk with and listen to the target

Aims of this step:

· To understand the pain experienced by the target

· To explain the method and gain permission to proceed

· To discuss who will make up The Support Group

· To agree what will be recounted to the group.

Step two – convene a meeting with the people involved

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

Step three – explain the problem

The facilitator starts by telling the group that s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.
The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's 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 by stating explicitly that:

· no-one is in trouble or going to be punished.

· it is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group.

· 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 the target's distress and relieved that they are not in trouble.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier.

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and 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. S/he thanks them, 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 facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

The meeting with the group can be held as a whole group or one member at a time. This meeting encourages the responsibility of each individual to help the target and provides an opportunity for their unique contributions to be recognised and valued.

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 C&LCs 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 and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that school and C&LC 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, school and C&LC may feel that adjustments are required to ensure that the programme suits the needs of their school and C&LC and individual children and young people. Schools and C&LCs 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.

Appendix E: Responding to incidents of bullying – Mentoring System

· Mentor meets weekly with child at a set time.

· Mentor asks the question: "How have things been since we last met?" · Child is given the opportunity to talk about anything which has upset them or to say that everything has been fine.

· Mentor will record the meeting on the form and gives it to Mentor & Child Co-ordinator. (member of SLT who files it in the Antibullying folder in the HT office once checking the school's response is appropriate to the answers given)· M&C Co-ordinator investigates any incidents and records the outcome on the form. · Parent is emailed/picks up the form from the office weekly (preferably on a Friday).

· Parent comments on the record after discussion with the child as appropriate and signs form.

· Parent replies with comments to email by Monday morning or returns the form to school on Monday morning.

· If further follow-up is needed, a meeting can be arranged.

- It is made clear to the child that he/she can come in to talk to the Mentor at any time if something has been bothering him/her.
- A record will be kept of these meetings and followed up in the same way as the weekly meetings.

- At the beginning and end of the mentoring, the mentor completes the survey with child.
- Any issues arising from this questionnaire will be followed up and reported to the parents.

- A further meeting is held after an agreed period of time to review the forms and questionnaires.

- After half a term, if all is going well, support should be phased out gradually. During their meetings, the Mentor gives the child strategies which should help them to cope with difficulties themselves.

Appendix F: An example of Cyberbullying Guidance

What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

1. **24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
2. **The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
3. **People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
4. **The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
5. **Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
6. **Many cyberbullying incidents can**

themselves act as evidence. This is one of the reasons why it's important to know how to respond!

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school and C&LC community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school and C&LC staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

'I felt that no one understood what I was going through. I didn't know who was sending me these messages, and I felt powerless to know what to do.'

A pupil

Key Safety Advice

The whole school and C&LC community has a part to play in ensuring cyber safety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
· an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
· the provider of the service; check the service provider's website to see where to report incidents;
· your school and C&LC – your teacher or the anti-bullying coordinator can help you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

6. Report cyberbullying:
· Contact your child's school or C&LC if it involves another pupil, so that they can take appropriate action.
· Contact the service provider.
· If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.

For parents and carers

1. Be aware, your child may as likely be a cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.