Anti-bullying Policy

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Hardwick and Cambourne Community Primary 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, and consultation with children and young people (children) repeatedly identifies bullying as a key concern for them.

This policy supports the vision of Cambridgeshire County Council and the Cambridgeshire Children's 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. The School Standards and Frameworks Act 1998 defines the school's legal responsibility stating '*Head teachers in state school have a duty to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all forms of bullying among pupils'.* Under the Education Act (2002), schools have a legal duty to '*safeguard and promote the welfare of pupils*', which includes protecting children from bullying. It is also part of the Equality act (2010) to have due regard to the need to: ….

More recently the Children Act (2004) and the Education and Inspections Act (2006) firmly establish that schools, and other organisations providing services for children, have a responsibility to provide the necessary resources to ensure that the children in their care achieve the five 'Every Child Matters' outcomes (2004); enabling them to be safe and healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. . Dealing with bullying, discrimination and harassment is a high-profile aim in two of the five national outcomes for children, namely '*stay safe*' and '*make a positive contribution*', as well as impacting on the other three outcomes. Under these two key outcomes schools are judged on the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour.

Schools are required to routinely gather and analyse school data to inform practice and response. This includes monitoring incidents of bullying and evaluating the school's anti-bullying responsiveness and preventative strategies.
This policy is consistent with guidance and support provided by the National Anti-bullying Alliance.

Section 2 What is bullying?

2.1   Our shared beliefs about bullying

Bullying damages children'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 effects that last into adult life. Bullying undermines the ability to concentrate and learn, and can impact on children'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 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.

2.2   Definition of bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist. 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 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 Cambridgeshire definition of bullying, which states that '*bullying is the persistent, deliberate attempt to hurt or humiliate someone*'.

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 defenseless.

For the children at our school the definitions of a bully are:

> - someone who deliberately keeps on hurting you by what they do or say
> - someone who threatens you and makes you too frightened to tell the teacher.

2.3   Bullying forms and types

Although children and young people may be particularly vulnerable to bullying as a result of personal characteristics (such as height, weight, colour of hair) or 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.

2.3.1 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 race, religion or culture; called names in other ways or having offensive comments directed at them
- **relational / indirect** – by having nasty stories told about then; being left out, 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.

2.3.2 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 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.

For more detail, please see Appendix 2.

2.3.3 Roles within bullying

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** – those who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **reinforcers** – those who give positive feedback to the bully, perhaps by smiling or laughing
- **outsiders/bystanders** – those who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- **defenders** – those who try to intervene to stop the bullying or to comfort pupils who experience bullying.

Some children 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).

2.4 Recognising signs and symptoms

Children may indicate by physical signs or behaviour that they are being bullied. The following physical signs and behaviour could indicate other problems, but bullying should 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 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'
- starting to steal money (to pay bully)
- 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 (extreme cases).

Section 3   Aim of this Anti-bullying Policy

This Anti-bullying Policy is set within the wider context of the school's overall aims and values and our work as a National Healthy School. As a National Healthy School, we are committed to a whole-school approach to examining and developing all aspects of school life so that we can enhance the physical and emotional health and wellbeing of the whole school community.

Our School Values reflect the importance we give to our Anti-bullying Policy.
- We are committed to providing opportunities in school for enhancing emotional and physical health.
- We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
- We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
- We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
- We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
- We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared-for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
- We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.
- Add RRS

Other school polices which support our Anti-bullying Policy include:
- Positive behaviour
- PSHE and Citizenship
- Race and cultural diversity
- Equal opportunities
- Safeguarding
- Acceptable use of ICT policy
- Confidentiality

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 PSHE Coordinator 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.

The aim of this Anti-bullying Policy is to communicate the school's 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 profile of bullying and the effect it has on children and young people's emotional health and well-being, 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 within the overall positive behaviour management policy
- to safeguard and offer support and comfort to children who have been bullied
- 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 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, and also 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 curriculum opportunities, including an entitlement framework for Personal Social and Health Education and Citizenship, that includes learning about bullying and discrimination.

Section 4 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
- worry/listening/bully boxes which are monitored daily
- independent listeners/buddies, identified by the children themselves (including older pupils and adults other than teaching staff) to whom children who are experiencing being bullied may turn
- Identified children who are playleaders will pass on incidents of suspected bullying to teachers.

The school's 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's anti-bullying leaflet.

Section 5   Responding to incidents of bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action when responding 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 including the context and the roles of the people involved.

The procedure and stages in responding effectively to bullying at our school are as follows. These procedures will be restorative in nature. This means that they are concerned with repairing and restoring the previous state of affairs and reconciling the involved parties.

5.1   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 positive behaviour policy. It supports the detection of bullying and allows for intervention at an early stage.

5.2   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, racist, 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 should be treated in the same manner.

5.3   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 will detail what happened and who was involved, including the views and observations of any bystanders. Follow-up strategies and the monitoring and impact of these strategies will also be recorded. The logging form covers:
- date and time incident reported
- member of staff to whom the incident was reported
- date, time and location of alleged incident
- nature of the alleged incident
- date and 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 will be factual and, where opinions are offered, these will be based on factual evidence. Children will be invited to contribute initially and on an ongoing basis throughout the follow-up period. Where appropriate, children will be told what should 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 the Headteacher's Office and in perpetuity. In the event of cyber-bullying and recorded digital evidence will be stored together with the record.

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.

5.4   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 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
- agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

This process supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and 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 children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

5.5 Use of sanctions

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 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. 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 to resolution, and give 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 the child who is bullying from particular groups of children, including withdrawing them from certain activities, breaktimes and/or lunchtimes.
- involving children in developing appropriate 'fair punishments' for those who have been involved in bullying.
- withdrawing privileges such as excluding the child from Golden Morning activities.

Where children do not respond to the school's restorative strategies (see appendix F) 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 DFE 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.

5.5   Communicating with the 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.

5.6   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 done. 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 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.

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

The school recognises 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 believes that bullying is unacceptable wherever and whenever it happens. Regular communication with all outside agencies and clubs will ensure that all adults are aware of any issues or incidents.

The school encourages 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. contact the police to alert them to trouble spots, gangs etc.
- alert colleagues in other schools whose pupils are bullying off the school premises
- map safe routes to school if a pupil is being bullied on their journeys to school.

5.8   Working with parents/carers

Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the school to discuss their child's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and working positively 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.

While the school firmly believes that all bullying is unacceptable, and that where bullying occurs it must be challenged, 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 is seeking to promote and make it harder to reach a resolution that is effective and long lasting. For example, the school would use 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying….'.

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 be given support in coming to a balanced view of what is happening and appreciating their role in helping their child 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 their child's class teacher. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents report form. The school will then 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.

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's anti-bullying leaflet.

5.9   Following up/supporting and monitoring

The school employs a number of specific strategies to minimise further risks of bullying and to ensure that children 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 following strategies involve active participation from children and involve children helping themselves and each other. 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 sensitive way.
- Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for children 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 supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals

Section 6 Preventative measures

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 for children and the whole school community. Alongside the school's responsive strategies for dealing with bullying incidents when they occur, the school adopts 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 Positive 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 through the SEAL programme
- ensuring that the school's anti-bullying policy is actively promoted in assemblies
- providing training on behaviour management and anti-bullying for all relevant staff, including playground staff
- providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- providing peer support systems such as playground buddies and pupil councellors
- including e-safety and cyber-bulling within the ICT scheme of work
- participating in the national annual anti-bullying week and supporting learning on bullying though 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 listening 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 for vulnerable individuals and groups
- through cross-phase activities in Golden Mornings, allowing children from different age groups to socialise and support each other
- providing a transition programme to support children moving across year groups and key phases
- providing information on support agencies, such as ChildLine and Kidscape, including telephone numbers for help lines and addresses for supportive websites
- linking with other schools in a local school partnership and with local authority strategies.

6.1   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 children's self-esteem, 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 adopts the Cambridgeshire Primary Scheme of Work for PSHE and Citizenship 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 intensive focus on the subject of recognising and combating bullying.

Please also see the school's PSHE and Citizenship policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

6.2 Children's consultation and participation

The school considers 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's 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.

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

- class and school councils
- 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 written questionnaires, and research designed and carried out by children
- listening systems such as suggestion boxes.

6.3   Staff awareness and training opportunities

The school endeavours 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 learning 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 that they have 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.

6.4   Involving outside agencies

The school seeks 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 Cambridgeshire services is accessed either centrally or through liaison with the school's multidisciplinary Locality Team. When appropriate, the school will seek support from:

- Cambridgeshire PSHE Service
- Cambridgeshire Specialist Teaching Service
- Cambridgeshire Race Equality and Diversity Service
- Cambridgeshire Education Child Protection Service
- Education Welfare Officers
- Education Psychologists
- Parent Support Advisers
- Early Years and Childcare Specialists
- Children and Adolescent Mental Health Services
- Area Social Care Teams

We also draw on the resources of other national agencies such as: The National Anti-bullying Alliance, Child Line, Kidscape and Parent Plus.

Section 7 Monitoring and evaluating the Anti-bullying Policy

The school's Anti-bullying Policy and practice are regularly monitored and evaluated to ensure 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 PHSE co-ordinator and involves monitoring and evaluating anti-bullying preventative and responsive strategies and interventions, to ensure the school's practice is effective, 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 (see section 3i) 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:

- records of peer mentoring initiatives or playground projects
- parental complaints to the school or local authority regarding bullying
- 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, which are included in the School Development Plan and other appropriate action plans.

The results of the evaluation of the school's anti-bullying policy and practice are used to inform the evidence presented in the school Self Evaluation Form (SEF) in relation to two of the five national outcomes for children namely 'Stay Safe' and 'Make a Positive Contribution', demonstrating 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:

Appendix A   Bullying: national legislative and policy context

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an anti-bullying policy. Children and young people should be involved in both the development and the monitoring of the anti-bullying policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers (as far as is reasonable) to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students, and reiterates the power of school staff to use physical force in certain circumstances.

The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal, e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons

The Race Relations Amendment Act (2000) requires schools to have a Race Equality policy, which stipulates how the school will work towards the elimination of racial discrimination and promote good race relations. Schools must monitor and assess the impact of this policy and other relevant policies on children and young people of different ethnic groups. (See the Cambridgeshire guidance 'Equality and Community Cohesion in Cambridgeshire Schools: Making Children Matter' for local guidance on policy development and ensuring schools meet the requirements of the Race Relations Amendment Act 2000. See also 'Equally Safe', Cambridgeshire guidance on responding to, recording and reporting racist incidents, including incidents of racist bullying). Failure on the part of a school to deal with bullying which involves a racist element could be a potential breach of the RRAA 2000.

The Special Educational Needs and Disability Act (2001) states that it is unlawful for any school to discriminate against disabled pupils.

The Disability Discrimination Act (2005) places a duty on schools to ensure that any person with a 'physical or mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities is not subject to discrimination'. The Act requires schools to proactively promote disability equality and eliminate disability-related harassment.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:
1. Be Healthy
2. **Stay Safe**
3. Enjoy and achieve
4. **Make a positive contribution**
5. Achieve economic well-being

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Joint local authority inspections (Joint Area Reviews) seek to evaluate how well children's services are meeting these aims and outcomes. The effectiveness of school and local authority responses to the linked issues of bullying, discrimination and harassment form a key part of any overall judgment made in respect of these two outcomes. Under the JAR there is an additional focus; a sixth outcome on the experiences of 'Looked After Children' in relation to bullying at school or in the community.

Ofsted's Revised Guidance (2011) provides information on how Ofsted will report on the way in which schools and children's services are working to monitor and prevent bullying. The School's Self Evaluation Form (SEF) requires schools routinely to gather and analyse data to inform practice and response. This includes monitoring incidents of bullying and evaluating the effectiveness of the school's anti-bullying policy.

The DfES guidance Safeguarding Children in Education (2004) states that safeguarding children covers not only child protection but also other areas including bullying.

The DfES guidance Working Together to Safeguard Children (2006) provides guidance on managing bullying in school.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:
Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'**.**
Article 6: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability'.

Article 3: 'A child's best interests should always be the main consideration'.

Article 12: 'Children's opinions should always be taken into account in matters that concern them'.

Article 19: 'Children have a right to be protected from being hurt or badly treated'.

Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding, hence it can be enforced in UK courts

Appendix B   Types of bullying

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 which 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 SEN 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 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.

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 victimisation 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.

Appendix C   A sample bullying incident report form

Logging and filing information

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.

ALLEGED BULLYING INCIDENT
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   Circle any elements that apply: Racist   Sexual/Sexist   Homophobic   SEN/Disability
Member of staff to whom the incident was reported

Alleged perpetrator(s): Name(s) Group	Year

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

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.

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 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.