



Hardwick and Cambourne Community Primary School

Anti-Bullying Policy

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Reviewed by: Governing Body

Next Planned Review: September 2020

Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1.0 Introduction

1.1 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.

1.2 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.

1.3 The School Inspection Handbook (updated April 2018) 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.

2.0 Our Shared Beliefs about Bullying

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

3.0 Definition of Bullying

3.1 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 repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

3.2 These factors are reflected in the DfE and Cambridgeshire CFA Services definitions of bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' DfE, 2011

'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.' Cambridgeshire CFA Services, 2016

3.3 At Hardwick and Cambourne Community Primary School, we define bullying as:

*'The **repetitive**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'*

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

A group of people or one person who repeatedly are mean or hurt others on purpose - either on the outside or on the inside. This can happen everywhere, e.g. in the playground, classroom, corridor, lunch-hall or online. This happens because the bully is scared or jealous or trying to show off to their friends. Sometimes the bully encourages other people to join in and also hurt others.

4.0 Forms of Bullying

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

4.1 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.

4.2 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.

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

4.4 Electronic / 'cyberbullying' – for examples, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

5.0 Specific Types of Bullying

5.1 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 children and young people. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.

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

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, 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.

5.3 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.

6.0 Recognising Signs and Symptoms

6.1 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 CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or '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.

6.2 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.

7.0 Recognising reasons why children may bully

7.1 The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully, supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully, is key to selecting the right responsive strategies and to engaging the right external support.

7.2 Possible reasons why some children may engage in bullying include:

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

8.0 Implementing the Anti-bullying Policy at our school

8.1 This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At Hardwick and Cambourne Community Primary School:

- 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, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community

- We prepare our pupils to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively
 - We help our pupils 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 within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life
 - We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

8.2 Other school policies which support our Anti-Bullying Policy include those regarding Positive Behaviour Management, PSHE, Equality and Diversity, Inclusion, Safeguarding and Child Protection, Intimate Care, Acceptable Use of ICT etc.

8.3 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. The school has allocated specific responsibility for anti-bullying work to the school's senior management team, 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:

- Analysing and evaluating data to inform policy development and practice
- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

9.0 Policy Aims

This Policy aims 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 Hardwick and Cambourne Community Primary School intends:

- To raise the profile 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 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 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 effects on their behaviour and self-esteem.
- 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 children may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff are trained and supported to enable them to model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governor
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

10.0 Reporting Incidents of Bullying

10.1 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:

- Teaching and support staff who will listen
- Designated staff for Child Protection
- Classroom worry/questioning boxes
- Family Support workers
- Trained peer mediators
- Trained play leaders
- Direct contact between parents, children and staff

10.2 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 website
- The school's prospectus
- Anti-bullying leaflets to parents

11.0 Responding to Incidents of Bullying

11.1 The school has an agreed procedure for responding consistently to incidents or allegations of bullying. 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 Hardwick and Cambourne Community Primary 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.

11.2 When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Safeguarding Policy and procedures. Statutory guidance on safeguarding children and young people 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.

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

11.3.1

• **Monitoring and recording behaviour and relationship issues.** The school follows 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's overall Positive Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

11.3.2

• **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, racial, gender or homophobic bullying), it is important to acknowledge this. A child feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner. Incidents of racist bullying need to be reported to a member of the SMT and will be dealt with accordingly.

11.3.3

• **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 witness 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 class. If incidents escalate, and require the involvement of a Senior Leader, a more formal recording system will be used.

11.3.4

• **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be 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 take responsibility for their actions. 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 helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

11.3.5

• **Use of Sanctions.** The school will consider the use of sanctions when responding to bullying. This may be where the school's restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the school's Positive 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 they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

11.4 The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold children 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 child to put right the harm they have caused. The school will draw upon our Positive Behaviour 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 or key points during the day e.g. break times or lunchtimes
- Withdrawing privileges

11.5 In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, and in the case of more serious and persistent bullying including when violence and damage to property has taken place, the school may consider excluding the perpetrator from the school in line with the DfE exclusion guidance. 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, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

11.5.1

• **Support for CYP who has been bullied.** The school will nominate a key staff member to monitor/ support. Staff on playground duty etc. to ensure ongoing supervision. Liaison and communication with wider family and referral to Alliance counselling or other agencies if required via EHA.

11.5.2

• **Communicating with the whole school community.** The school will communicate to the school community, where necessary, that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. The timing of this communication will depend on the agreed responsive approach.

11.5.3

- **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.** Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a 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.

11.5.4

Responding to incidents of cyberbullying

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology, such as Digizen www.digizen.org/resources/cyberbullying/full-guidance.aspx

11.5.5

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. When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Positive Behaviour policy on regulating the conduct of children at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

11.6 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 awareness among the whole school community of possible risks within the community e.g. trouble spots/gang
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

12.0 Working with Parents /Carers

12.1 Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. 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.

12.2 The school takes parents/carers reporting bullying seriously. Parents/carers 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. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

12.3 Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....' While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to

come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

12.4 The school ensures that staff and all 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.

12.5 After following the school's procedures for responding to an incident of bullying the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing support groups such as Social Skills / Friendship groups 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 e.g. friendship buddies for identified vulnerable individuals.

13.0 Prevention

13.1 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.

13.2 Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. 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 Positive Behaviour Policy
- 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)
- Providing opportunities to celebrate effective anti-bullying work
- Providing a school council and class council / assemblies, 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 utilising buddies
- Participating in the annual national 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 and working with children to identify key individuals with whom they can confide
- Providing social skills groups for vulnerable individuals and groups
- Providing mixed age classes to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages.
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites
- Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

13.3 The school has also appointed a pastoral co-ordinator, who provides social skills / friendship groups to help prevent bullying concerns.

13.4 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 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 adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship 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 recognises and participates in the national Anti-Bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

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

- Designated lesson/tutor times/focussed events/ health weeks/conferences
- Other curriculum areas such as Citizenship, Religious Education, Humanities, History.

13.6 E-safety is also a priority as regards anti-bullying (see the E-safety policy) and, as such, children are taught to stay safe on-line through the curriculum but also through assemblies, visits and whole school events.

14.0 Children and Young People'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.

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

- School councils
- Surveys including questionnaires
- Listening systems such as suggestion boxes, approaching a member of SMT

15.0 Whole 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 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. Training also provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff.

16.0 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. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

17.0 Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the Headteacher and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity. The results of the review are used to inform areas for school development, which are included in the School Development / Improvement Plan and other appropriate actions plans.

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)	Year Group	
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		

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

Appendix B – Sample Racist Incident Report Form The school submits termly reports of racist incidents electronically on the PRIDE website.

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

RACIST INCIDENT REPORT FORM

School/Establishment

Date & time of Incident.....

Victim's name.....

Perpetrator's name.....

Year Group/Age.....

Year Group/Age.....

Nature of incident (tick any that apply):

- Racist comments and language
- Ridicule and ostracism
- Provocative behaviour
- Verbal abuse and threats
- Racist graffiti
- Physical assault
- Damage to property
- Written abuse
- Possession or distribution of racist material
- Other

Details of incident:.....

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

Action taken.....

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

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

Perpetrator's ethnic origin (including Traveller or Refugee)

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

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

Record completed by:.....

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

Date:.....

