

Eynesbury Church of England
Primary School

Anti-Bullying Policy

June 2017

Eynesbury Church of England Primary School

Whole School Anti Bullying Policy

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Section 1 Context including National and Local Policy and Legislation

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

This policy supports the vision of Cambridgeshire County Council and the Cambridgeshire OCYPS 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. **(See appendix A National Legislative and Policy Context)** 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 CYP from bullying. More recently the Children Act (2004) and the Education and Inspections Act (2006) firmly establish that schools and other organisations providing services for CYP have a responsibility to provide the necessary resources needed to ensure that the CYP in their care achieve the 5 'Every Child Matters' outcomes (2004) enabling them to be safe and healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on these five outcomes and seeks to evaluate how well school are meeting these aims. Dealing with bullying, discrimination and harassment is a high profile aim in two of the five national outcomes for CYP namely 'Stay Safe' and 'Make a Positive Contribution' as well as impacting on the other three outcomes. Under these two key outcomes schools are inspected for the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. The new Self-Evaluation Form (SEF) requires schools 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 responsive and preventative strategies. **(See appendix B Inspecting Schools)**

This policy takes into account and is consistent with the following national guidance:

DfES (2002) Don't Suffer in Silence

DfES (2003) Bullying: Effective action in Secondary Schools

DfES (2004) Bullying - A Charter for Action

DfES (2004) circular – School Inclusion: Pupil Support

DfES (2006) Working Together to Safeguard children

DfES (2006) 'Bullying Around Racism, Religion and Culture

DfES (2005/6) Stand Up for Us – Challenging homophobia in schools

DCSF (2007) Guidance on the Duty to Promote Community Cohesion

DCSF (2007) Safe to Learn: Embedding Anti Bullying Work in Schools

It also reflects recommendations from Ofsted and national programmes and strategies including:

Ofsted (2003) Every Child Matters: Framework for the inspection of children's services

DH/DfES (2006) National Healthy Schools Programme

DfES (2005) Primary National Strategy: Behaviour and Attendance

DfES (2005) Secondary National Strategy: Behaviour and Attendance

DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning

This policy is consistent with guidance and support provided by the National Anti Bullying Alliance

Section 2 What is Bullying?

a) Our Shared Beliefs about Bullying

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

b) A Definition of Bullying

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

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

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

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

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

At our school we define bullying as:

'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power'

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

c) Bullying Forms and Types

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

Forms of Bullying

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

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

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

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

Electronic / '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 phones.

Specific Types of Bullying

Specific Types of Bullying include:

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

(See appendix C Specific Types of Bullying)

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

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

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

d) Recognising Signs and Symptoms

The school recognises the fact that some CYP 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. CYP 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 possession 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

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

Recognising Reasons for why CYP may Bully

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

the right responsive strategies and to engaging the right external support. Possible reasons for why some CYP may engage in bullying include:

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

- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

Section 3 – Implementing the Anti Bullying Policy in our School

a) Introduction

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 engaging with a whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.

At Eynesbury Church of England 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 and culture.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, 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 young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others and move safely from childhood.
- 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.

Other school policies which support our Anti Bullying policy include whole school behaviour management, PSHE and Citizenship, equality including race equality, Child Protection policy, Intimate Care policy, Internet usage policy, confidentiality and staffing policies

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance.

b) Policy Aims

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 CYP who have been bullied.
- To apply reasonable and proportionate disciplinary sanctions to CYP causing the bullying
- To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable CYP and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding when needed.
- To ensure all staff are 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, discrimination, personal safety and domestic violence

c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including CYP 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:

- a designated Anti Bullying Coordinator / Person for Child Protection
- Independent listeners/buddies, identified by the children themselves, including older pupils and adults other than teaching staff

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

- the local authorities anti bullying leaflet for parents/carers
- the school's prospectus/booklet
- the school's notice/information board (on occasions)
- the school's curriculum/open evenings for parents/carers

d) Responding to Incidents of Bullying

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 CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved.

In cases involving cyberbullying, the school will follow the guidance in appendix G in conjunction with the process described below. **(See appendix G Responding to Cyberbullying pdf)**

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection policy and procedures. Statutory guidance on safeguarding CYP 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 liase with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

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

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

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. CYP are invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate CYP are 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 headteachers office and in perpetuity. **(See appendix D Sample Bullying Incident Report Form)**

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

(See appendix E RaID / Sample Racist Incident Report Form)

- **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to

resolving the situation. The school believes that CYP causing harm should be held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied;
- Accepting responsibility for the harm caused to others (for example staff, friends or family);
- Recognising the need to take action to begin to repair the harm caused; and
- Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

This approach 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 CYP who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

- 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 CYP may have and taking into consideration the needs of vulnerable CYP. 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 CYP'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 CYP that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the CYP 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 CYP to put right the harm they have caused.

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

- removing child / young person who is bullying from particular groups of CYP including withdrawing them from certain activities breaktimes/ lunchtimes.
- involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying.
- withdrawing privileges such as excluding the child/ young person from school trips.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Serious cases of bullying can include where violence and damage to property has taken

place. The DCSF guidance for exclusion appeal panels makes clear that 'pupils responsible for violence and threatened violence should not normally be re-instated'. Some CYP who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack.

(See Appendix F Responding to and Following Up Incidents of Bullying)

(See Appendix G Responding to Cyber bullying pdf)

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

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

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP 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, the school bus, the school will follow the guidance in the Positive Behaviour policy on regulating the conduct of CYP at times when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

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

- raise concerns and take steps as appropriate e.g. contacting the police to alert them to trouble spots, gangs when incidents occur on buses/taxies etc
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police officers and representatives from the Youth Service, Connexions and other organisations (including sports clubs and voluntary organisations)

e) Working with Parents/Carers

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

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

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

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class / form teacher and more senior members of staff such as Key Stage Coordinators, Deputies/ Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the 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 invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

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

- local authority anti bullying leaflet for parents/carers
- school's prospectus / booklet
- school's notice/information board (on occasions)

f) Following Up / Supporting and Monitoring

The school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that CYP feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from CYP and involve CYP 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 CYP can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for CYP to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way

- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for CYP 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

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

g) Prevention

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

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Ensuring that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions.
- Providing training on behaviour management and anti bullying for all relevant staff including playground staff
- Providing a regular circle time, enabling CYP to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups
- Providing a transition programme to support CYP moving across year groups and key phases.
- Linking with other schools in a local school partnership and with local authority strategies

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

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

- The school has implemented the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school approach to enhancing children's learning and understanding in relation to social, emotional and behavioural skills.
- The school also uses the Cambridgeshire Education Child Protection Service 'Staying Safe' Programme.
- The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

(See Appendix H Curriculum Entitlement Framework)

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

i) CYP's Consultation and Participation

The school considers listening to the voices of CYP 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 CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools anti bullying policy and practice and engaging in initiatives to support an anti bullying ethos in school. CYP actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Identifying new forms of bullying, such as cyberbullying
- Making decisions about how to address and tackle bullying

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

- Focus groups and face to face discussions with small groups of CYP
- 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, draw and write and research designed and carried out by CYP.

j) Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with CYP 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 CYP and how to identify vulnerable CYP 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 effected by bullying. The school's approach to anti bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the anti bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

k) Involving Outside Agencies

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

l) Monitoring and Evaluating the Anti Bullying Policy

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

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

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

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

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

The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on the five Every Child Matters outcomes. 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 CYP namely 'Stay Safe' and 'Make a Positive Contribution'. The evidence demonstrates the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. **(See Appendix B Inspecting Schools)**

The policy is reviewed annually.

Review date due:

Section 4 – Appendices

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 pro-actively promote disability equality and eliminate disability-related harassment. The act is supported by the **Disability Equality Duty (2006)**, which requires schools and public bodies to produce a Disability Equality Scheme to show how they are meeting their general and specific duties.

The Equality Act (2006) places a statutory duty on schools to have due regard to the need to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between females and males. The act is supported by the **Gender Equality Duty (2006)**, which requires schools to produce a Gender Equality Scheme to show how they are meeting their general and specific duties. The Equal Opportunities Commission guidance for schools highlights the link between gender stereotyping and homophobic bullying

pointing out that CYP who are seen by their peers to break gender norms are frequently subject to homophobic bullying. Part 2 of the Equality Act (2006) introduces provisions outlawing discrimination on the grounds of religion or belief in education in schools.

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 ‘Children/ Young People In Care’ in relation to bullying at school or in the community.

Ofsted’s Revised Guidance (2005) 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 to routinely 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 - Inspecting Schools

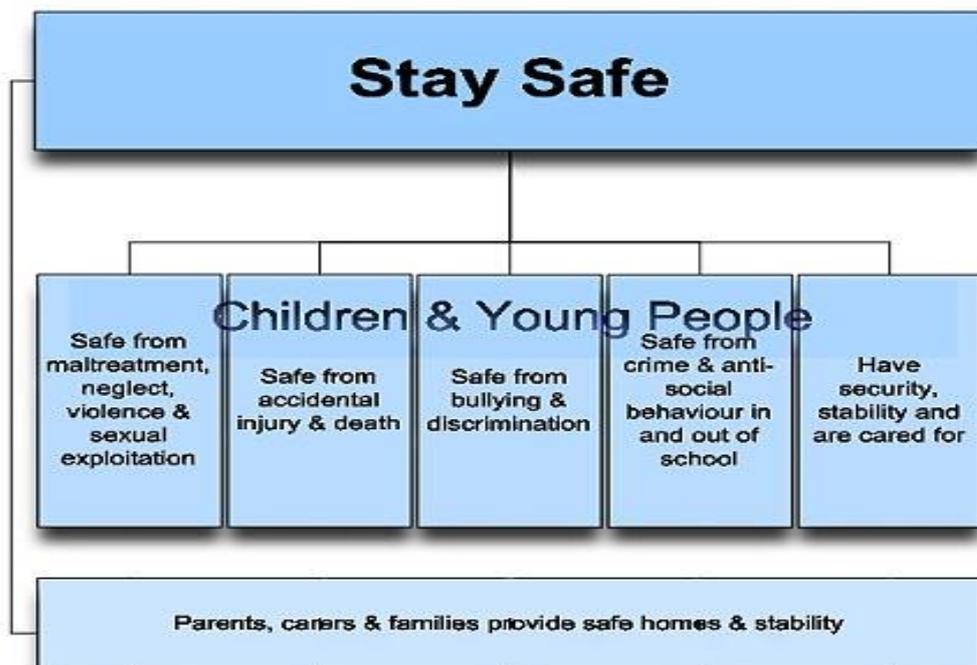
Every Child Matters

Self Evaluation Form

Bullying, Discrimination and Harassment
Key Judgements and Evidence

Outcome 2: Stay Safe

OUTCOMES
AIMS
SUPPORT



Links to Self Evaluation Form

4. PERSONAL DEVELOPMENT AND WELL-BEING

4b To what extent do learners feel safe and adopt safe practices?

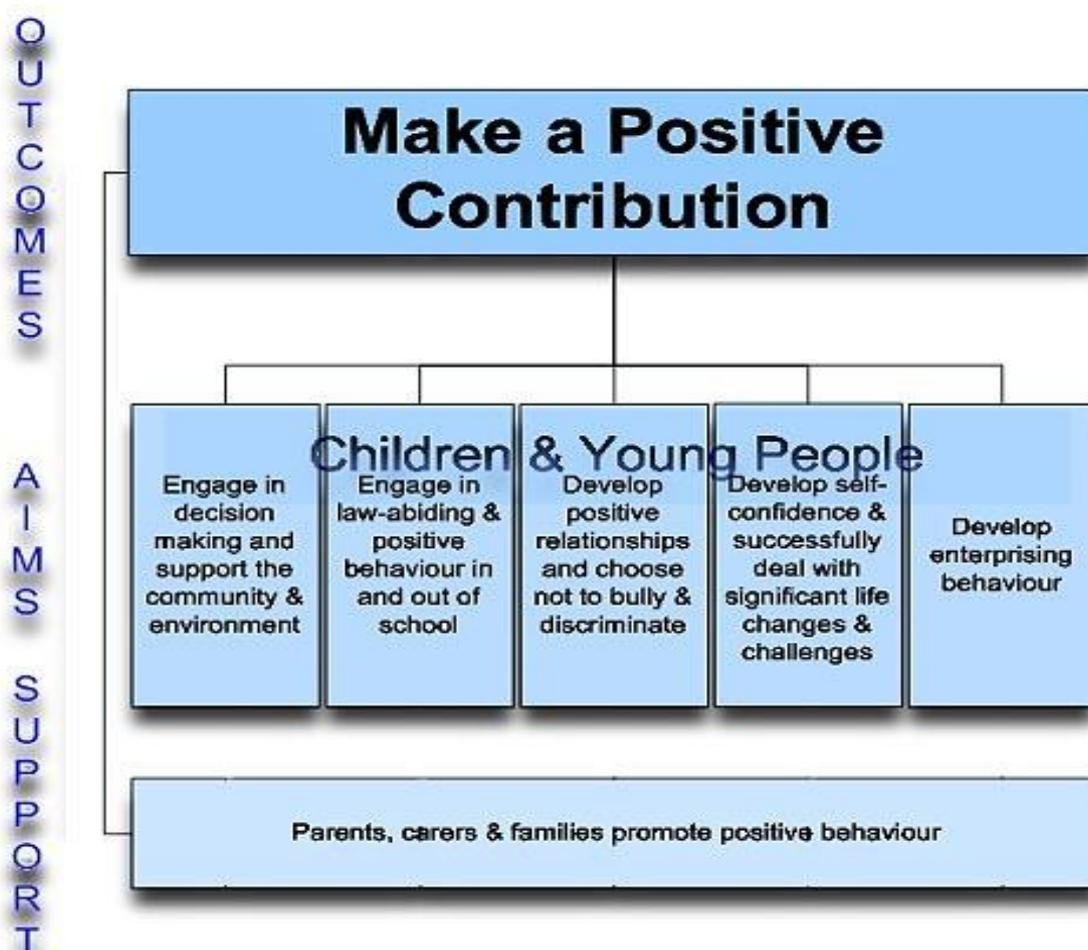
Schools should report on:

- whether learners feel safe from bullying and racism
- the extent to which learners have confidence to talk to staff and others when they feel at risk.

Inspectors should evaluate the extent to which learners:

- display concern for others and refrain from intimidating and anti social behaviour
- feel safe from bullying and discrimination and how confident they feel in reporting incidents and getting support if victims of it

Outcome 4: Make a Positive Contribution



Links to Self Evaluation Form

4. PERSONAL DEVELOPMENT AND WELLBEING

4d How well do learners make a positive contribution to the community?

Schools should report on:

- learners' growing understanding of their rights and responsibilities and of those of others
- learners' ability to express their views and take part in communal activities

Inspectors should evaluate the extent to which learners:

- form stable, positive relationships with others
- show social responsibility, and refrain from bullying and discrimination

5. THE QUALITY OF PROVISION

5b How well do the curriculum and other activities meet the range of needs and interest of learners?

Schools should report on:

- The extent to which the provision enables and encourages learners to be healthy and stay safe

Inspectors should evaluate the extent to which the provision:

- Contributes to the learners' capacity to stay healthy and safe

Appendix C -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 that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

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

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

Bullying related to gifted and talented children and young people

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

Bullying related to appearance or health conditions

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

Bullying related to sexual orientation

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

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

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

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

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

Sexist or sexual Bullying

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

Appendix D - A Sample Bullying Incident Report Form

Logging and Filing information

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

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		

Appendix E – Sample Racist Incident Report Form

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

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.....																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Victim's name.....</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;">Year Group/Age</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Outside Person(s) inc. Parents/Carers</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Teaching Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Support Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Unknown</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Victim's name.....		Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Perpetrator's name.....</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;">Year Group/Age</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Outside Person(s) inc. Parents/Carers</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Teaching Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Support Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Unknown</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Perpetrator's name.....		Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>
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<table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">Have parent(s)/carer(s) of victim been informed?</td> <td style="width: 20%;">YES</td> <td style="width: 20%;">NO</td> <td style="width: 20%;"></td> </tr> <tr> <td>Have parent(s)/carer(s) of perpetrator been informed?</td> <td>YES</td> <td>NO</td> <td></td> </tr> </table>		Have parent(s)/carer(s) of victim been informed?	YES	NO		Have parent(s)/carer(s) of perpetrator been informed?	YES	NO																	
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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:.....																									

Appendix F - Responding to and Following Up Incidents of Bullying

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

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

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

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

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

Step one – talk with the victim

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

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

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

The facilitator should end the meeting by:

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

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

Step two – convene a meeting with the people involved

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

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.

Appendix G - Responding to Cyberbullying - DCSF Guidance: Cyberbullying, A Whole-School community Issue

See separate pdf.

Appendix H - Curriculum Entitlement Framework. (to be developed)