



Anti-bullying Policy

Spaldwick Community Primary School

Person Responsible: Headteacher, Governors

Review Date: Biennial

Distribution to: All staff, Governors

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Next Review: September 2021

1. What is bullying

1.1 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.

1.2A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and definitions of bullying exist and most of these definitions have three things in common which reflect Children and Young Peoples [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 DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying:

'Behaviour by an individual or group, usually repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power which makes it hard for those being bullied to defend themselves. Cambs CFA 2016

At our school we define bullying as:

An imbalance of power leaving the person who is bullied feeling defenceless.

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

A bully is a person who keeps doing or saying things to hurt you and makes you too frightened to tell the teacher. (Child's voice)

1.3 Forms of Bullying

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

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

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

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.

1.4 Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children and young people may be more vulnerable to bullying than others. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances

The school has a statutory duty to log all incidents of racist or faith based bullying and submit them termly to local authority.

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, 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).

1.5 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 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.

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.

1.6 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 wellbeing 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.

2. Implementing the Anti-Bullying School Policy

This Anti-Bullying policy is set within the wider context of the school's overall aims and values. At Spaldwick 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, through adolescence, into adulthood*
- *We create a wider awareness of religious, cultural and moral values within a 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 those regarding Positive \conduct, PSHE and Citizenship, Equality, Inclusion, Safeguarding and Child Protection, Intimate Care, and Acceptable Use.

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 PSHE Coordinator who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Evaluating data to inform policy development
- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the anti-bullying prevention and response strategies
- Supporting staff to ensure alignment with the school anti-bullying policy and practice.

2.1 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 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 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 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 trained and supported and model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors

- To provide curriculum opportunities including a curriculum framework for Personal Social and Health Education and Citizenship

2.2 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:

- Staff including teachers and support staff who are trained in listening skills and anti-bullying issues
- A designated Person for Child Protection

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

- The school's anti-bullying leaflet for CYP
- The school's and or /local authorities anti-bullying leaflet for parents/carers
- The school's prospectus/booklet/website
- The school's curriculum/open evenings for parents/carers.

2.3 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 and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding 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 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.

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

2.3 Monitoring and recording behaviour and relationship issues.

The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Positive Conduct Policy. It supports the detection of bullying and allows for intervention at an early stage.

2.4 Making sure the person being bullied is safe and feels safe.

When a CYP reports being bullied, 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 and will always lead to a conversation with targeted child.

2.5 Establishing and recording what happened by listening to the targeted child.

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will complete Section A of the Bullying Incident Report Form.

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied.
- Date, time when parents/carers were informed

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 will be based on factual evidence. 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 Head's office

2.6 Deciding upon a response

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

2.7 A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A restorative approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensure CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied

- Accept responsibility for the harm caused to others (for example, staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

The school is currently using The Support Group Method. 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 for the long term.

In situations where the school has decided to use The Support Group Method, the school will complete Section C of the Bullying Incident Report Form and then follow The Support Group programme (**Appendix B**)

2.8 Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sections A,B and C of the Bullying Incident Report Form will be completed (**Appendix A**). This will involve recording 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').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management 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.*

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. 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. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. This approach gives the best chance that bullying will not be repeated.

The school will draw upon the school's Positive Conduct Policy and follow the system for sanctions, which includes:

- Removing the CYP who is bullying from particular groups of CYP, including withdrawing them from certain activities e.g. 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, confiscating personal property following discussion with staff/ parents.

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. The government's 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.

2.9 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. The timing of this communication will depend on the agreed responsive approach.

2.10 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. The timing of this monitoring will depend on the agreed responsive approach.

2.11 Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's Online Safety Policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

2.12 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 Positive Conduct Policy on regulating the conduct of CYP 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.

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/taxis etc
- Raise concerns with the Leaders of the after-school club, if that is the disclosed location of the incident
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Map safe routes to school in the event of a CYP being bullied on their journey to school
- Offer CYP and parents/cares strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones.

2.12 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 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 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 on the school's Bullying Incident Report Form (**Appendix A**). 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.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Deputies/Heads 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 and added to the school's Bullying Incident Report Form. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

In cases 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 on the school's Bullying Incident Report Form.

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. .

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.

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
- School's Positive Conduct Policy

2.13 Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying (see section **Responding to Incidents of Bullying**), the school will consider employing further specific measure/strategies to minimise the risk of bullying in the future and to ensure that CYP 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 CYP and involve CYP helping

themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class/ tutorial or Circle 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. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.
- Providing support groups/ club where CYP can attend to discuss their friendship problems and receive support and advice from peers.
- 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.

2.14 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 to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches includes:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Positive Conduct Policy
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Ensuring that the school's anti-bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including playground staff
- Providing regular Circle Time and confidential discussion time with key individuals / supportive adults
- Providing peer support systems such as playground buddies/Friendship Benches, peer mediators and peer mentoring

- 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.
- 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 cross year group family/house systems or mixed age group/ tutor groups to allow CYP from different age groups to socialise and support each other
- Providing a transition programme to support CYP moving across year groups and key phases.
- Providing information on support agencies.
- Liaising with members of the community e.g. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/ local authorities on anti-bullying initiatives

2.15 Delivering the Curriculum for Positive Relationships and Anti-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 adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within strands such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- The school also uses the Cambridgeshire Education Child Protection Service's Personal Safety units of work as part of the Cambridgeshire Primary *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.

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
- Enrichment activities such as visits from the Life Education Centre.

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

2.16 Children and Young People'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 e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Learning how to play an active participant role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

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

- Class and pupil groups.
- 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

2.17 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 affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including

temporary and supply staff). The views of staff are sought as part of the school's review and evaluation of the Anti-Bullying Policy and used to inform developments and enhance the school's anti-bullying ethos and practice.

2.18 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 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.

2.19 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 PSHE Co-ordinator 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
- Focus groups and interviews
- Whole school audit tools.

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

- Records of peer mentoring initiatives or playground projects
- Parental complaints to the school or local authority regarding bullying
- 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
- Outcomes achieved as part of the school's Healthy Schools work
- 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 Development / Improvement Plan and other appropriate actions plans.

The policy is reviewed every 2 years
Policy agreed February 2016

Appendix A

SECTION A: ALLEGED BULLYING INCIDENT			
Target			
Name(s):	Age:	Year group:	Class:
Ethnicity:	Gender: M / F	SEN Stage:	
Home language	Looked-after child: Y / N	Young Carer: Y / N	
Member of staff to whom the incident was reported:			
Date of incident:			
Time of incident :			
Location of incident:			
Target's Account / Concern of parents/carers			
Alleged perpetrator(s):			
Name(s):	Age:	Year group:	Class:
Nature of incident including details of any injury or damage to property, etc:			
Circle any elements that apply:			
Race/religion/culture	Sexual/sexist/transphobic	Homophobic	SEN/disability
Home circumstances	Gifted/talented	Health conditions	Other
Parents/carers of alleged target(s) informed:			
Date	Time		

Appendix B

The Support Group Method

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.

The Support Group – A Seven Step Approach

Step one – talk with and listen to the target

Aims of this step:

- To understand the pain experienced by the target
- To explain the method and gain permission to proceed
- To discuss who will make up The Support Group
- To agree what will be recounted to the group

Step two – convene a meeting with the people involved

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

Step three – explain the problem

The facilitator starts by telling the group that she is worried about the target who is having a hard time at the moment. By asking the group to listen to her worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.

The facilitator recounts the story of the target's unhappiness and may use a piece of writing or drawing to emphasise the target's distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator changes the mood by explaining:

- No-one is in trouble or going to get punished
- It is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group
- The group has convened to help solve the problem

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of the target's distress and relieved that they are not in trouble.

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

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. She thanks them, expresses confidence in a positive outcome and arranges to meet them again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with the target how things have been going. She then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.