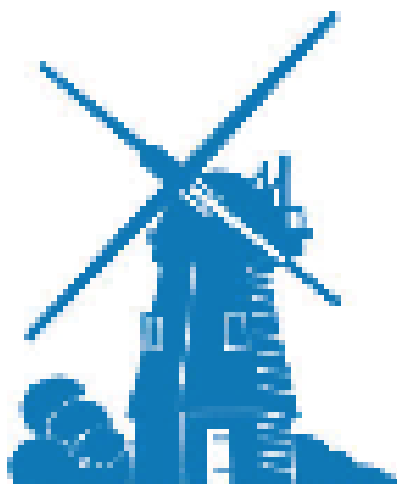


AMBITIOUS – CARING – EXCELLENCE

Stapleford Community Primary School

Anti-Bullying Policy



STAPLEFORD COMMUNITY PRIMARY SCHOOL Anti Bullying POLICY			
Review frequency	every 2 years	Date of next review	Spring 2024
Policy approved (date)	Spring 2022	Required by Law	No
Staff / governor responsible for review	HT /Dep HT	Website (public area)	Yes
Policy distributed to	LGB		

Version	Amendments	Date	Author
2	Additions to model policy to include school procedures.	June 2017	CS
3	Reviewed	March 2020	CS/JH
4.1	Reviewed	March 2022	CS/JH

STAPLEFORD COMMUNITY PRIMARY SCHOOL ANTI-BULLYING POLICY

This policy was last reviewed in March 2022

1. Introduction: Context including National and Local policy and legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. Evidence from national and local research shows that bullying is widespread and consultation with children and young people repeatedly identifies bullying as a key concern for them. This policy supports the vision of Cambridgeshire County Council and the Cambridgeshire OCYPS (Office of Children and Young People's Services) 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 CYP 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.

2. Definition: What is Bullying?

a) Our Shared Beliefs about Bullying

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

b) A Definition of Bullying

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

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

These factors are reflected in the Cambridgeshire OCYPS definition of bullying, which states that '*bullying is the persistent, deliberate attempt to hurt or humiliate someone*'.

At our school we define bullying as:

The intentional and (usually) persistent physical, verbal or emotional hurting of one person by another person or group of people where the relationship involves an imbalance of power.

Our school council has defined bullying as:

'Bullying is something that happens more than once. Bullying is picking on people weaker than yourself. It is hurting people's feelings physically or mentally.'

c) Forms of Bullying

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

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

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

Electronic / 'cyberbullying' - for example, via text message; via instant messenger services and social network sites; through messaging on computer games; via email; and via images or videos posted on the internet or spread via mobile phone.

Specific Types of Bullying

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

- ethnic cultural, and religious backgrounds
- gender and/or gender identity
- special educational needs (SEN) and disabilities
- being gifted or talented
- appearance or health conditions
- sexual identity
- home circumstances e.g. young carers or children in care

(See appendix B Specific Types of Bullying)

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include:

- The ring-leader, the person who through their 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 children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

d) Recognising Signs and Symptoms

Children may indicate by physical signs or behaviour that they are being bullied. The following physical signs and behaviours could indicate other problems but bullying should be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and diminished self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stuttering and nervous tics
- Regularly having books or clothes destroyed
- Having possessions go 'missing' and money 'lost'
- Starting to steal money (to pay bully)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide

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

Recognising reasons why children may bully

The school recognises that all behaviour is communication and that children may bully for a variety of reasons. Recognising why children bully other children, supports the school in

identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why other children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to express or deal with negative feelings
- 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 or feeling under pressure to succeed at all costs.

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 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 Stapleford school:

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

Other school policies which support our Anti Bullying policy include whole school Behaviour Policy, Safeguarding and Child Protection, PSHE (Personal, Social, Health Education), Equality policy, Digital Safety policy, Relationships and Health Education, SEND (Special Educational Needs and Disabilities) 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. The school has allocated specific responsibility for Anti-Bullying work to the **Headteacher** who will support the coordination of a whole school approach to managing this important issue. This leadership role on Anti-Bullying includes the following core elements:

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

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 and caring ethos and culture. The policy provides clear guidance on how the school intends:

- To raise the awareness of bullying and the effect it has on children'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, using a restorative approach and /or consequences where necessary.
- To apply protective and education consequences to children pepertrating the bullying.
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to develop their pro-social behaviours.
- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self esteem.
- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- To identify vulnerable children and those critical moments and transitions when they may become more vulnerable to bullying and provide additional

- support/safeguarding when needed.
- To ensure all staff are trained and supported to enable them to model positive relationships.
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors.
- To provide a curriculum framework for PSHE that includes learning about bullying, diversity, discrimination and personal safety.

c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- A designated behaviour lead (DHT) Bullying Coordinator (HT/DHT)/ Person for Child Protection (HT/DHT)
- Worry boxes or similar (e.g. worry monsters in key stage 1) which are monitored daily
- Independent listeners/key workers/buddies (identified by the child themselves, including older pupils and adults other than class teachers) to whom children who are experiencing bullying may turn.

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

- the school's anti-bullying leaflet for children/parents/carers available on website and paper copies in school entrance foyer.
- the school's prospectus
- the school's website and information file
- National anti-bullying day - usually in November.
- Cyber-bullying covered as part of Safer Internet Day - usually in February

d) Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The Headteacher will investigate the incident including the context and the roles of the people involved. In cases involving cyber-bullying, the school will follow the cyber-bullying guidance in conjunction with the process described below. 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 Behaviour Policy and Safeguarding and Child Anti-Bullying Policy SCPS Spring 22-24

Protection Policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

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 policy. It supports the detection of bullying and allows for intervention at an early stage. Each class has a Pastoral File in which incidents (positive and negative) are recorded on pages for each child. Any behaviour incidents that require SLT involvement are recorded on class behaviour logs, found on the Google Drive
- **Making sure the person being bullied is safe and feels safe.** When a child 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 the targeted child.
- **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. Records will be dated and kept in the class Pastoral File or Class Behaviour Logs. If incidents escalate, and require the involvement of the Headteacher, a more formal recording system will be used, and the Headteacher keeps a central log on bullying incidents.
- **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be questioned. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that children causing harm should be held to account for their behaviour. This means:
 - Accepting responsibility for the harm caused to the individual being bullied;
 - Accepting responsibility for the harm caused to others (for example staff, friends or family);
 - Recognising the need to take action to begin to repair the harm caused; and
 - Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

Note: In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends and enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic/biphobic & transphobic and

disability-related bullying so that appropriate and relevant training and support can be provided to schools

The school is currently using STEPS, a therapeutic approach to behaviour led by trained staff, and will consider the use of protective and educational consequences when responding to incidents of bullying. This may be where the restorative approach has failed to prevent further incidents of bullying. Consequences will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However for a consequence to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what they are doing. The consequences are intended to:

- Educate the perpetrator that what they have done is unacceptable and the negative feelings that it can cause.
- Help them to realise the above implications and deter them from doing it again.
- Protect other children from the bullying behaviour reported.

These educational and protective consequences for bullying are intended to hold the child who has bullied to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused.

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

- Limited access to particular areas of the school.
- Being escorted in social situations, e.g. at break times, or to lunch, etc.
- Repairing relationships by doing something kind or apologetic for the bullied child.

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

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

- **Communicating with the whole school community.** The school will communicate,

where necessary and appropriate to those involved that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers. (See Section Working With Parents/Carers)

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

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

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Behaviour policy on regulating the conduct of children 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 children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- raise concerns and take steps as appropriate e.g. contact the police to alert them to trouble spots, gangs etc
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police, sports clubs and voluntary organisations
- offer pupils and parents/carers strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones

e) Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the school to discuss their child's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and 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 child and (other child) have not been getting on very well' rather than 'your child has been bullying...'. While the school firmly believes that all bullying is unacceptable and that

where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote and make it harder to reach a resolution that is effective and long lasting.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their child'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 child to learn about the consequences of their actions.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher who will involve SLT. Parents/carers are encouraged to note details of the incident to share with the class teacher/ member of staff. A record of the incident and the agreed actions/response made will be recorded by the school and added to the behaviour log, and the school's bullying incidents report form. Records of bullying are added to the MyConcerns safeguarding recording system. 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 children and how to approach the school to register concerns/incidents and seek support is available via the:

- school's anti bullying leaflet for parents/carers
- school's website
- Updates on newsletters

f) Following Up / Supporting and Monitoring

The school employs a number of specific measures/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support 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 restorative process. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form a part of the school's anti bullying preventative work. Our strategies include:

- Providing opportunities for class and circle time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a

safe and positive environment for children to take turns, if they choose, to talk about an issue of concern -the whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.

- Restorative Conversations which involve holding meetings individually and jointly with the person being bullied, the person who is bullying and bystanders using a 'problem solving' process. The teacher/ member of staff acts as a neutral third party and uses open questions to enable the children to explore and solve the problem for themselves through developing an appreciation for the feelings of others, empathy and a wish to resolve the situation and heal damaged relationships.
- Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service

(See appendix D 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 for children and the whole school community. Alongside the school's responsive strategies for dealing with bullying incidents when they occur, the school adopts as part of our STEPs approach to behaviour, 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 behaviour management strategies as part of the school's Behaviour Policy based on the therapeutic approach called 'STEPS'.
- Implementing a whole school approach to the teaching of PSHE.
- Ensuring that the school's anti-bullying stance is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing STEPs training on behaviour management and anti-bullying for all relevant staff including playground staff.
- Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying.
- Participating in the national annual anti-bullying week and supporting learning on bullying through whole school activities, projects and campaigns.
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Worry Boxes, mentoring and counselling services, and working with children to identify key individuals with whom they can confide.
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed

- bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups.
- Providing cross year group family/house systems to allow children from different age groups to socialise and support each other.
- Providing a transition programme to support children moving across year groups and key stages.
- Providing information on support agencies such as ChildLine, Kidscape, Kite Trust and The Rainbow Flag Award including telephone numbers for helplines and addresses for supportive websites.
- Linking with other schools in a local school partnership and with local authority strategies.

h) Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

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

- The school adopts the Cambridgeshire Primary Scheme of Work for PSHE and Personal Development Programme in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
- The school recognises and participates in the national anti-bullying week, which provides an annual intensive focused week on the subject of recognising and combating bullying as well as Internet safety and cyber-bullying.

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

- Designated lesson times/focused events/ health weeks.
- Other curriculum areas such as Religious Education and History
- Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education, outside agencies.

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

i) Children's Consultation and Participation

The school considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the

school's anti-bullying policy and practice and engaging in initiatives to support an anti-bullying ethos in school. Children actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Identifying new forms of bullying, such as cyber-bullying
- Making decisions about how to address and tackle bullying
- Learning how to play an active participant role in challenging bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- learning how to play an active role in challenging bullying such as engaging in buddying

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

- Class and school councils
- Focus groups and face to face discussions with small groups of children.
- Active learning and interactive learning techniques included in PSHE 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 children.
- Listening systems such as suggestion boxes
- Visuals for disabled children

j) Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying and have a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the anti-bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

k) Involving Outside Agencies

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

- Cambridgeshire PSHE Service

- Cambridgeshire Specialist Teaching Service (Local authority Access and Inclusion Service)
- Cambridgeshire Education Child Protection Service
- Local Authority Education Psychologists
- Children and Adolescent Mental Health Services (CAMHs)
- National Anti Bullying Alliance
- Other national organisations such as ChildLine, Kidscape
- Kite Trust

I) 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 school's anti-bullying strategic leader and involves monitoring and evaluating anti-bullying preventative and responsive strategies / interventions, to ensure the school's practice is effective and sustained and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

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

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

- Parental complaints to the school or Trust
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- 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.

This policy will be reviewed every 2 years.

APPENDICES

APPENDIX A

Appendix A Inspecting Schools- Education Inspection Framework 2019

The Education Inspection Framework requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils' personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. At the start of an inspection, inspectors will request records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.

1. Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:
 - the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
 - learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
 - learners have high attendance and are punctual
 - relationships among learners and staff reflect a positive and respectful culture.
 - leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

Appendix B: Specific Types 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' – 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.

Types of Bullying

The term 'prejudice-related' bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity

- special educational needs and disabilities

The above are defined by the Equality Act 2010 as 'protected characteristics' and children and young people can have or be perceived to have more than one 'protected characteristic' and as a result may be bullied because of a number of prejudices.

Schools are advised to log all incidents of racist, sexist, homophobic, biphobic, transphobic (HBT), faith- and disability-related bullying and report them on a regular basis (termly) on the Prejudice Reporting for Education website, <https://prfe.education/>

This enables the local authority to monitor the occurrence of incidents and identify underlying trends in prejudice-related 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 prejudice-related must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: ". any incident which is perceived to be prejudice-related [racist] by the victim or any other person."

In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

Bullying related to ethnic, cultural and religious backgrounds

Racist or faith-based bullying is bullying based on a person's ethnic background, colour, religion or cultural 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 the rise in this type of 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 Gypsy, Roma and Traveller (GRT) 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. Racist and cultural dimensions in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Bullying related to gender

Sexist and sexual bullying affects all genders. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Gender stereotyping can also have a negative impact on children and young people in that it can limit their aspirations and can make them feel they should not or cannot do certain things, e.g. 'boys don't do ballet' or 'girls can't play football'. 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.

Bullying related to gender identity

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (i.e who identify as non-binary), those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender can also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying

Bullying related to sexual identity or orientation

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic and biphobic 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 and biphobic 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; biphobic abuse such as ‘don’t be greedy’ or ‘make your mind up’; 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 behavior
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

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 those which apply to the rest of the school community, having made the reasonable adjustments necessary

Bullying related to appearance or health conditions

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

Bullying related to 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 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 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.

Appendix C: Sample Bullying Incident report form

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

Bullying Report Form

Location/event:

Date of incident:

Time of incident:

Reported by:

Type of behaviour displayed/experienced: (Please Tick)			
Isolation /being ignored or left out		Possessions taken or damaged	
Physical /being hit or hurt		Forced into actions against will	
Verbal (name-calling, taunting, mocking, threatening)		Written (notes)	
Cyber (On-line, social media, email, text, posting photos/videos)		Spreading rumours	
Other (please specify)		Emotional	

	Names of individuals involved:	Gender & Preferred pronouns	Age	Role*
1				
2				

3				
4				

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

Where did bullying behaviour occur?	
Classroom	
Playground	
Toilets	
Other (specify)	

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation - homophobia and biphobia	
Sex/sexism		Home circumstances	
Transphobia		Religion	

Ability			
---------	--	--	--

Brief summary of the behaviour:

Action taken

Overall (include details if incident referred on):

With each individual involved (noted on page 1):

--

In “Action Taken”, include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Form completed by:	Date:
---------------------------	--------------

Appendix E: Responding to bullying - Using restorative conversations

This appendix outlines how to use restorative conversations to respond to incidents of bullying. This appendix includes a suggested script:

Restorative conversations need to take place when all involved are calm and are ready to take part.

The following questions will be asked to each person to gain their perspective and give them an opportunity to make sense of what has happened.

What happened? – Allow the person to tell the whole story from their point of view.

What were you thinking when...? – Go back to different points of the story and ask what they were thinking

How were you feeling when....? After asking what the person was thinking, ask them how it made them feel.

Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.

Who has been affected? How? – Encourage the person to think of the wider ‘ripple effect’ e.g.

What do you need to move forward? – Encourage the person to refer to the other’s needs and think about how that need could be met.

Be conscious of the language that you choose to use. When reflecting on the incident with an ‘innocent victim’, to say that they were “in conflict” with the person who harmed them could be upsetting (Hopkins, 2002). The ‘victim’ will get the chance to express how they have been harmed, and the ‘wrongdoer’ can take responsibility by what happened and what they did.

Children have the right to be heard in all matters affecting them, and for their views to be taken into account. It isn’t always appropriate to ask all sides what they could do to help move things on, but often even those who have not been harmed have ideas and can be allowed to join in the discussion. This can help re-empower them after having been disempowered by their experiences.

You also need to make sure that the conference is not rushed. One of the challenges of embedding this approach is that the conferencing process does take time. However, investing this time and being committed to preserving the quality of the restorative conversation will ensure greater long term gain from the approach.