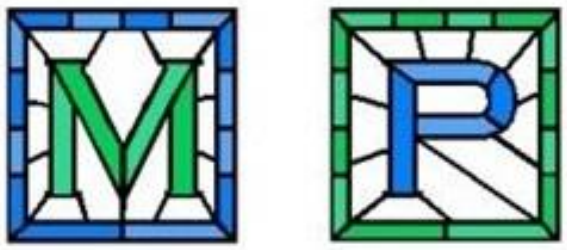
Monkfield Park



Primary School and Care & Learning Centre

Anti-Bullying Policy

Approved by the Governing Body in:
Summer 2017

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 indicates that bullying is widespread and consultations with children and young people (CYP) repeatedly identify bullying as a key concern for them.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non statutory guidance (see appendix A, National Legislative and Policy Context). In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The Common Inspection Framework (2015) 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 (see appendix B, Inspecting Schools).

Definition: What is Bullying?

a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and Care and Learning Centre (hereafter C&LC) and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school and C&LC believe 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 and C&LC aim to create a climate and school and C&LC 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.

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

- It is deliberately hurtful behaviour
- It is usually repeated over time

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

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 DfE and Cambridgeshire CFA Services definitions of bullying:

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

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

At our school and C&LC we define bullying as:

The intentional and (usually) persistent physical, verbal or emotional hurting of one person by another person or group of people which may have a continuing harmful effect on the victim and where the relationship involves an imbalance of power.

Our school and C&LC council has defined bullying as:

Bullying is when somebody deliberately hurts you physically (e.g. punching or kicking) or mentally (e.g. name calling) over a period of time.

c) Bullying Forms and Types

Forms of Bullying

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

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

Relational / indirect – 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; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

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

- Bullying related to race, religion or culture
- Bullying related to special educational needs and disability (SEND)
- Bullying related to children with gifts and talents
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

(See appendix C, Specific Types of Bullying)

The school and C&LC recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, 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 bulling or comfort pupils who experience bullying.

Some CYP 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 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 behaviours could indicate other problems but bullying should be considered as a possibility:

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

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 and the Child and Adolescent Mental Health Service.

<u>Implementing the Anti Bullying Policy in our School and Care and Learning Centre</u>

a) Introduction

This anti bulling policy is set within the wider context of the school and C&LC's and overall aims and values.

At Monk field Park:

- 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, at school, in the C&LC 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 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.
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- To apply reasonable and proportionate disciplinary sanctions to 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 safeguard and offer support and comfort to CYP 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 CYP who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable CYP and those critical moments and transitions when CYP 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 Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

Other school and C&LC polices which support our Anti Bullying policy include whole school and C&LC Positive Behaviour, PSHE, Inclusion, Equality and Community Cohesion policies, Acceptable Use of ICT, Sex and Relationships Education, Gifted and Talented, SEND and Staffing policies.

We are also participating in the following local and national programmes and areas of work which support the implementation of this policy: Cambridgeshire Primary Development Programme and

Cambridgeshire Peer Mediation and Conflict Resolution Programme, Blue Smile counselling sessions. We also offer continuing professional development for teachers and support staff.

The school and the C&LC believe that providing a safe and happy place to learn is essential to achieving school and C&LC improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school and C&LC community and raising achievement and attendance. In line with national guidance the school and C&LC has allocated specific responsibility for anti-bullying work to the school's Headteacher and the C&LC's Manager, who will support the coordination of a whole school and C&LC 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 and C&LC anti-bullying policy and practice.

b) Policy Aims

The aim of this anti bullying policy is to communicate the school and C&LC's approach to involving the whole school and C&LC community in developing and promoting a whole school/C&LC anti bullying ethos and culture. The policy provides clear guidance on how the school and C&LC intend:

- To raise the awareness of bullying and the effect it has on children and young people's emotional health and well-being, life chances and achievement.
- To make clear to everyone within our whole school and C&LC 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 and C&LC community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary.
- To 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 support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to change their behaviour.
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- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying.
- To identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support/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 an entitlement framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

c) Reporting Incidents of Bullying

The school and C&LC encourages and equips the whole school and C&LC community to report all incidents of bullying, including children who have experienced being bullied and bystanders who have witnessed an incident. The school and C&LC 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 Anti-Bullying Coordinator
- A designated person/s for Child Protection
- Classroom worry/question boxes
- Trained peer mediators
- Trained play leaders
- Family Support workers
- Direct contact between parents, children and staff
- Mentors for individual children

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

- the school and C&LC's anti bullying leaflets for children – EYFS, KS1, FS2
- the school and C&LC's anti bullying leaflet for parents/carers
- the school and C&LC's prospectus
- the school and C&LC's website and information file
- the school and C&LC's annual Meet the Teacher evenings for parents/carers

d) Responding to Incidents of Bullying

The school and C&LC have 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 C&LC and will not be tolerated. At our school and C&LC all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school and C&LC will investigate the incident including the context and the roles of the people involved and decide upon an appropriate course of action. In cases involving cyberbullying, the school and C&LC will follow the cyberbullying guidance in conjunction with the process described below. (See Appendix G)

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 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 and C&LC are:

- **Monitoring and recording behaviour and relationship issues.** The school and C&LC follow a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school and C&LC's overall positive behaviour policy. It supports the detection of bullying and allows for intervention at an early stage**.** When necessary, children will have a pastoral file where behaviour incidents are recorded. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing All staff will have post-it notes for use in out-of-classroom situations which can be transferred to the pastoral file or classroom incident book as appropriate. These post-it notes will be kept in the playground bag which all staff on duty should carry.

- **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied (including when s/he describes disability, racial, gender or homophobic bullying), it is important to acknowledge this. A child's feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner. Incidents of racist bullying need to be reported to the Deputy Headteacher and the reporting of racist incidents policy.

- **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. If incidents escalate, and require the involvement of the Headteacher, a more formal recording system will be used. (See appendix C Sample Bullying Incident Report Form)

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

The school and C&LC is currently using the:
Support Group Approach led by trained staff (See Appendix E)

The school and C&LC will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school and C&LC restorative approach has failed to prevent further incidents of bullying. Where appropriate the school and C&LC may use sanctions in conjunction with the school and C&LC's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school and C&LC'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 SEND is no more acceptable than bullying by other children. However for a sanction to be reasonable and lawful the school and C&LC will take account of the nature of the child's disability or SEND and the extent to which the child understands and is in control of what he/she is doing. Disciplinary sanctions are intended to:

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

Sanctions for bullying are intended to hold the children who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school and C&LC take verbal and relational bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school and C&LC will ensure that the sanctions 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 and C&LC will draw upon the school and C&LC's positive behaviour policy and follow the system for sanctions, which includes:

- Removing the child / young person who is bullying from particular groups of children including withdrawing them from certain activities or key points during the day e.g. break times/ lunchtimes.
- Withdrawing privileges in accordance with the school and C&LC's agreed criteria.

Where children do not respond to the school and C&LC's restorative strategies (see above) or sanctions and in the case of more serious and persistent bullying including when violence and damage to property has taken place the school and C&LC will consider excluding the perpetrator from school and C&LC in line with the DFE exclusion guidance. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

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

(See Appendix G, Cyber bullying guidance)

- **Communicating with the whole school and C&LC community.** The school and C&LC will communicate, where necessary and appropriate to the whole school and C&LC community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers. (See Section Working With Parents/Carers) The timing of this communication will depend on the agreed responsive approach.

- **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.** Part of the school and C&LC'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 and C&LC do not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.
- **Responding to incidents of cyberbullying**. The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology, such as Digizen

www.digizen.org/resources/cyberbullying/full-guidance.aspx

Responding to incidents of bullying which occur off the school and C&LC premises.
The school and C&LC recognise that bullying can and does happen outside school and C&LC, and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and C&LC and in the wider community. The school and C&LC believe that bullying is unacceptable wherever and whenever it happens.

The school and C&LC encourage children to seek help and to tell us about incidents of bullying that happen outside the school and C&LC so that the school and C&LC can:

- raise concerns and take steps as appropriate e.g. for incidents on buses contact the police to alert them to trouble spots, gangs etc.
- alert colleagues in other schools and C&LCs whose pupils are bullying off the school C&LC premises
- make contact with local police, sports clubs and voluntary organisations
- offer pupils and parents/carers strategies to handle bullying off the school and C&LC 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 and C&LC have become aware of a bullying situation, parents/carers of the child who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school and C&LC to discuss their children's situation. The school and C&LC 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 and C&LC on the Bullying Incident Report Form (see Appendix D) Sample Bullying Incident Report Form).

The school and C&LC adopt 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 and the C&LC firmly believe 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 and C&LC will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school and C&LC are seeking to promote and make it harder to reach a resolution that is effective and long lasting.

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

The school and C&LC take parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher. More senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/ member of staff. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school/care and learning centre on the Bullying Incident Report Form and added to the ****Pastoral File**.** The school and C&LC 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 and C&LC ensure 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.

A mentor can be provided by the school and C&LC for all children involved in. (See Appendix) Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school and C&LC to register concerns/incidents and seek support is available via the:

- school and C&LC's anti bullying leaflet for parents/carers
- school and C&LC's prospectus

- school and C&LC's website

f) Following Up / Supporting and Monitoring

The school and C&LC employ 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 e.g. mentoring system (Appendix F) for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school and C&LC 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 and C&LC will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form a part of the school and C&LC's anti bullying preventative work. Our strategies include:

- Providing opportunities for class, circle or tutorial time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose, to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way

- The Support Group Approach which involves holding regular 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, the Cambridgeshire Race Equality Diversity Service

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

g) Prevention

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

- Implementing an effective school and C&LC leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school and C&LC's Behaviour Policy
- Implementing a whole school and C&LC approach to the teaching of PSHE and Citizenship
- Ensuring that the school and C&LC's anti bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school and C&LC
- Providing training on behaviour management and anti bullying for all relevant staff.
- Providing a school and C&LC council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as buddy benches, and peer mediators.
- Participating in the national annual anti bullying week and supporting learning on bullying though whole school and C&LC activities, projects and campaigns
- Reviewing the development and supervision of the school and C&LC 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 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 when possible for vulnerable individuals and groups
- Providing cross year groups 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 phases.
- Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites
- Linking with other school and C&LCs in a local school and C&LC partnership and with local authority strategies

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

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

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles.

- The school and C&LC implement the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school and C&LC approach to enhancing children's learning and understanding in relation to social, emotional and behavioural skills.
- The school and C&LC recognise and participate 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 times/focussed events/ health weeks.
- Other curriculum areas such as Citizenship, Religious Education, History.
- Enrichment activities such as visits from drama groups, outside agencies.

See school and C&LC's PSHCE policy for further detailed information on curriculum planning, teaching methodologies and teaching resources

i) Children's Consultation and Participation

The school and C&LC consider 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 and C&LC 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 and C&LC anti bullying policy and practice and engaging in initiatives to support an anti bullying ethos in school and C&LC. 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
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active participant role in challenging bullying such as engaging in a peer support schemes such as mediating.

The school and C&LC adopt a number of democratic methods / systems for promoting pupil consultation including:

- School and C&LC councils
- Focus groups and face to face discussions with small groups of children
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts;
- Surveys including questionnaires carried out by children
- Listening systems such as worry/question boxes

j) Whole Staff Awareness and Training Opportunities

The school and C&LC endeavour 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 and C&LC'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 and C&LC'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 and C&LC's review and evaluation of the Anti Bullying policy and used to inform developments and enhance the school and C&LC's anti bullying ethos and practice.

k) Involving Outside Agencies

The school and C&LC seek 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 Race Equality Diversity Service
- Cambridgeshire Education Child Protection Service
- Local Authority Education Welfare Officers
- Local Authority Education Psychologists
- Children and Adolescent Mental Health Services (CAMH)
- National Anti Bullying Alliance
- Other national organisations such as Child Line, Kidscape

l) Monitoring and Evaluating the Anti Bullying Policy

The school and C&LC's anti bullying policy and practice are regularly monitored and evaluate to ensure its effectiveness. This process includes reviewing the school and C&LC's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review is coordinated by the school and C&LC's anti bullying strategic leader and involves monitoring and evaluating anti bullying preventative and responsive strategies / interventions, to ensure the school and C&LC'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 C&LC and gathers the views and different perceptions of the whole school and C&LC community including staff, governors, children and parents/carers using a range of methods such as:

- surveys and questionnaires

- focus groups and interviews
- whole school and C&LC audit tools

The school and C&LC 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 and C&LC 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
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy School and C&LC theme of 'Emotional Health and Wellbeing (including bullying)
- Information contained in School and C&LC Development Plans

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

Ofsted focuses on the key contributions made by the school and C&LC to the wellbeing of its pupils. The results of the evaluation of the school and C&LC's anti bullying policy and practice are used to inform the evidence presented in the school and C&LC's Self Evaluation Form (SEF).

This policy will be reviewed every year.

Review date: Summer term 2018

APPENDICES

Appendix A: National Legislative and Policy context

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

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

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

The Education (Independent School Standards) Regulations (2014) imposes a statutory duty on Academies/Free Schools to ensure that an effective anti-bullying strategy/policy is drawn up and implemented.

The Education Act (2011) provides schools with legal powers to search for and confiscate items that may have been used to bully or intimidate including electronic devises.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997),** the **Malicious Communication Act (1988),** the **Communications Act (2003)** and the **Public Order Act (1986).** If school staff feel that an offence has been committed they should seek assistance form the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

The Crime and Disorder Act 1998 and The Anti-Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts

of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. **Stay Safe**
3. Enjoy and Achieve
4. **Make a Positive Contribution**
5. Achieve Economic Wellbeing

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Common Inspection Framework (2015) 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.

The Children and Families Act (2014) requires a Local Authority to produce a Local Offer that demonstrates the arrangements schools in their local area have in place for *"supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)"* - SEN Code of Practice June 2014

The DfE statutory guidance: Keeping children safe in education (2015) states that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

The DfE Working Together to Safeguard Children (2015) states that professional should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'**.**
Article 6: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.
In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.
The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:
Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability'.
Article 3: 'A child's best interests should always be the main consideration'.
Article 12: 'Children's opinions should always be taken into account in matters that concern them'.
Article 19: 'Children have a right to be protected from being hurt or badly treated'.
Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

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

This policy reflects recommendations and is consistent with the following national guidance:
This policy reflects recommendations and is consistent with the following national guidance:
DfE (2016) Behaviour and Discipline in Schools: Advice for headteachers and school staff.
DfE (2016) Behaviour and Discipline in Schools: Guidance for governing bodies.
DfE (2016) Associated guidance for: The Use of Reasonable Force; Screening, Searching and Confiscation.
DfE (2016) Keeping children safe in education. Statutory guidance stating that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.
DfE (2015) Working Together to Safeguard Children. Guidance stating that professionals should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.
DfE (2014) Preventing and Tackling Bullying.
It also reflects former national programmes and guidance including:
DCSF (2007) Guidance on the Duty to Promote Community Cohesion
DCSF (2007- 2010) Safe to Learn: Embedding Anti-Bullying Work in Schools:

- Cyberbullying
- Bullying involving Children with Special Educational Needs and Disabilities
- Homophobic Bullying
- Bullying around Racism, Religion and Culture
- Preventing and responding to Sexist, Sexual and Transphobic Bullying.

DH/DfES (2006) National Healthy Schools Programme
DfES (2005) Primary National Strategy: Behaviour and Attendance

DfES (2005) Secondary National Strategy: Behaviour and Attendance
DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning.

Appendix B: Common Inspection Framework

Common Inspection Framework 2015

The Common 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.

Grade descriptor for the effectiveness of leadership and management

Outstanding (1)

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.

Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour.

Leaders, staff and pupils do not tolerate prejudiced behaviour.

Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Grade descriptor for personal development, behaviour and welfare

Outstanding (1)

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Appendix C: Specific Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in 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 Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Schools are advised to log all incidents of racist or faith- based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs and disabilities (SEND)

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 gifted and talented children and young people

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

Bullying related to appearance or health conditions

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

Bullying related to sexual orientation

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

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

Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour

Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

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

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

Sexist, sexual and transphobic bullying

Sexist, sexual and transphobic bullying affects both genders. Boys may be victims as well as girls**, and** both sexes may be victims of their own sex. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a target of bullying.

Appendix D: 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.

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:** **Form:** Physical Verbal Indirect Cyberbullying **Type:** 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:**

SECTION B: ACCOUNTS OF THOSE INVOLVED
Alleged perpetrator(s) account of the incident **Name(s)**: **Age:** **Year group:** **Class:**

Bystanders'/ witnesses' accounts of the incident **Name(s):** **Age:** **Year group:** **Class:**
Parents/carers of alleged perpetrators informed: **Date:** **Time:**
SECTION C: ACTION TAKEN
Details of immediate action taken:
Monitoring of action taken and details of follow up and longer term action taken:

Racist, homophobic and other prejudice related incidents

Note: In Cambridgeshire, schools submit termly reports of racist, homophobic and other prejudice- related incidents electronically on the PRIDE website pride.learntogether.org.uk/ These incidents include prejudice – related bullying. Schools can access their ID number for the website by contacting the Cambridgeshire Race Equality and Diversity Service Tel: 01223 703882 Email creds@cambridgeshire.gov.uk

Appendix E: Responding to bullying - the Support Group Approach

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 Method – A Seven Step Structure

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 s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own 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 a 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 makes a change in the mood by stating explicitly that:

- no-one is in trouble or going to be 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 been convened to help solve the problem

Step five – ask the group members for their ideas

- Group members are usually genuinely moved by the account of 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. S/he thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with the target how things have been going. S/he 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.

Appendix F: Responding to bullying – Mentoring System

- Mentor meets weekly with child at a set time.
- Mentor asks the question: "How have things been since we last met?"
- Child is given the opportunity to talk about anything which has upset them or to say that everything has been fine.
- Mentor will record the meeting on the form and gives it to Mentor & Child Co-ordinator.
- M&C Co-ordinator investigates any incidents and records the outcome on the form.
- Parent is provided with a copy of the form.
- Parent comments on the record after discussion with the child as appropriate and signs form.
- Parent returns the form to school or C&LC on Monday morning.
- If further follow-up is needed, a meeting can be arranged.

- It is made clear to the child that he/she can come in to talk to the Mentor at any time if something has been bothering him/her.
- A record will be kept of these meetings and followed up in the same way as the weekly meetings.

- Once a week, the Mentor will complete a questionnaire with the child which asks a mixture of positive and negative questions.
- Any issues arising from this questionnaire will be followed up and reported to the parents.

- A further meeting is held after an agreed period of time to review the forms and questionnaires.

- After half a term, if all is going well, support should be phased out gradually. During their meetings, the Mentor gives the child strategies which should help them to cope with difficulties themselves.

Appendix G: Cyberbullying Guidance

What is Cyberbullying?

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

What's different about cyberbullying?

Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

1. **24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
2. **The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
3. **People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
4. **The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
5. **Some instances of cyberbullying are known to be unintentional.** It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.
6. **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

Cyberbullying and the law.

Education law: Bullying is never acceptable. The school and C&LC community has a duty to protect all its members and provide a safe, healthy environment. A range of Education Acts and government initiatives highlight these obligations.

The Education and Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school and C&LC staff in confiscating items such as mobile phones from pupils.

Civil and criminal law: Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, for example, or indeed menacing and threatening communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

'I felt that no one understood what I was going through. I didn't know who was sending me these messages, and I felt powerless to know what to do.'

A pupil

Key Safety Advice

The whole school and C&LC community has a part to play in ensuring cyber safety. Understanding children and young people's online lives and activities can help adults respond to situations appropriately and effectively. Asking children and young people to show adults how technologies and services work is a useful strategy that can provide an important learning opportunity and context for discussing online safety.

For children and young people

1. Always respect others – be careful what you say online and what images you send.
2. Think before you send – whatever you send can be made public very quickly and could stay online forever.
3. Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
4. Block the bully – learn how to block or report someone who is behaving badly.
5. Don't retaliate or reply!
6. Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
7. Make sure you tell:
   - an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence;
   - the provider of the service; check the service provider's website to see where to report incidents;
   - your school and C&LC – your teacher or the anti-bullying coordinator can help you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

For parents and carers

1. Be aware, your child may as likely cyberbully as be a target of cyberbullying. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
2. Talk with your children and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for children (on the left) to get you started.
3. Use the tools on the service and turn on in-built internet safety features.
4. Remind your child not to retaliate.
5. Keep the evidence of offending emails, text messages or online conversations.
6. Report cyberbullying:
   - Contact your child's school or C&LC if it involves another pupil, so that they can take appropriate action.
   - Contact the service provider.
   - If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police.