



Discovery Primary Academy

Whole School Anti-Bullying Policy

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Section 1 Context including National and Local Policy and Legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. Evidence from national and local research shows that bullying is perceived to be widespread. Consultation with children and young people (CYP) repeatedly identifies 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. 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 Ofsted inspection framework (2015) focuses on the 'Behaviour and safety of pupils at the school' as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

This policy reflects recommendations from Ofsted: The Framework for School Inspections 2015 and is consistent with the following national guidance:

DfES (2004) Bullying - A Charter for Action

DfES (2006) Working Together to Safeguard Children

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.*

DfE (2012) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.

DfE (2012) Preventing and Tackling Bullying

It also reflects former national programmes and strategies including:

DH/DfES (2006) National Healthy Schools Programme

DfES (2005) Primary National Strategy: Behaviour and Attendance

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

Section 2 What is Bullying?

a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. At Discovery Primary Academy we 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 aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

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

At our school we define bullying as:

'Emotionally or physically harmful behaviour which is:

- Repetitive, willful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenseless'.

In 'child-speak' this would be:

'Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher.'

'Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in.'

c) Bullying Forms and Types

Forms of Bullying

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

Physical – by being 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; ridiculed about their home life or situation; 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.

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. These include:

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

(See appendix C Specific Types of Bullying)

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

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

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

The academy recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from the academy
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to the academy, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in academy work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food

- Running away
- Developing sleep problems and having nightmares

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

Recognising Reasons why children may Bully

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

Possible reasons why some CYP may engage in bullying include:

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

Section 3 – Implementing the Anti-Bullying Policy in our School

a) Introduction

This Anti-Bullying Policy is set within the wider context of the academy's overall aims and values. At Discovery Primary Academy:

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

Other school policies which support our Anti-Bullying Policy include whole school Behaviour Management, PSHCE, Equal Opportunities, Safeguarding and Child Protection, SEN, Acceptable Use of ICT, Confidentiality.

b) Policy Aims

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement
- To ensure that Anti Bullying lessons occur on a regular basis following the PSHE scheme of work
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- To offer support and comfort to children who have been bullied
- To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage
- 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 CYP may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff deal with bullying by following the policy and also to receive the training and support 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.

c) Reporting Incidents of Bullying

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

- Trained members of staff to talk with and share their concerns
- A designated Person for Child Protection, the Head Teacher
-

The academy'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 academy community via:

- The school's anti-bullying leaflet for children
- The school's involvement in the annual 'National Anti-Bullying Week'

d) Responding to Incidents of Bullying

Our academy 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 academy and will not be tolerated. At our academy, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. When an incident of bullying occurs, staff should report it to a member of the Senior Leadership Team as soon as possible. The academy will investigate the incident including the context and the roles of the people involved and then decide on an appropriate course of action. All incidents reported no matter how small should be taken seriously. A record should be made which can then be used in the future if necessary.

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 behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Management Policy. It supports the detection of bullying and allows for intervention at an early stage. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Making sure the person being bullied is safe and feels safe. When a child says s/he is being bullied, 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.

Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will detail what happened and who was involved including the views and observations of any bystanders. Follow up action/strategies and the monitoring and impact of these strategies will also be recorded. The Bullying Incident Report Form (see appendix D – Sample Bullying Incident Report Form) covers:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed
- Details of immediate action taken
- Details of follow up strategies including outcomes of mediation and reconciliation process.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in a locked filing cabinet in the Head Teacher's office.

In cases of racist bullying or racist incidents, a written record will be given to the governing body to submit figures in relation to racist/bullying incidents to the local authority on an termly basis.

Deciding upon a response. After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. The academy's response will endeavour to meet the circumstances of the particular situation. For serious, persistent and long term cases of bullying, the school will utilise the sanctions as stipulated in the school behaviour policy. In new cases of bullying, bullying of a less serious nature and situations where it appears that

with some intervention, the behaviour of the bully can be modified and the bullying stopped, the academy will initiate the agreed process for mediation, problem solving and reconciliation between all parties.

A Restorative Approach

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

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

This school will soon be using The Support Group Method. The school believes that all bullying is unacceptable but that many children who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

In the future the school, once staff has received training, may decide to use The Support Group Method. The school would then complete Section C of the Bullying Incident Report Form and then refer to and follow the relevant guidance for record keeping for this particular strategy (see Appendix E Responding to Incidents of Bullying: The Support Group Method:) rather than completing the other sections of the Bullying Incident Report Form. *(With many restorative approaches, it is inadvisable to gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour).*

Use of Sanctions

In certain cases of bullying, the academy will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or threatened or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sections A, B and C of the Bullying Incident Report Form will be completed (see appendix D Sample Bullying Incident Report Form). This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the academy will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

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

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the academy will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the academy's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the

harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the academy may use sanctions in conjunction with the academy's restorative approach.

The academy will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Involving children in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating children from other individuals or groups of children
- Removing/excluding children from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Internal seclusion
- External seclusion

In the case of more serious and persistent bullying, where the perpetrator has not responded to the academy's restorative strategies (see above) or sanctions, the academy will then consider excluding the perpetrator from the academy. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the academy will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Communicating with the whole academy community in the event of a serious incident. The academy will communicate, where necessary and appropriate, to the whole academy community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers where appropriate.

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

Responding to incidents of cyberbullying. The academy 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.

<http://www.digizen.org/resources/cyberbullying/full-guidance.aspx>

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

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

When an incident of bullying is reported and has occurred off the academy site and out of academy hours e.g. walking to and from the academy, on the academy bus, the academy will follow the suggestions below:

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

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gang,
- Alert colleagues in other schools whose pupils are bullying off the academy premises
- Make contact with local police officers if necessary

- Map safe routes to the academy in the event of a child being bullied on their journey to the academy
- Offer children and parents/cares strategies to manage bullying off the academy premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

e) Working with Parents/Carers

Where the academy 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 academy to discuss their children's behaviour. The academy will endeavour to involve parents/carers constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the academy on the academy's Bullying Incident Report Form (see appendix D Sample Bullying Incident Report Form). The academy adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than

'your son/daughter has been bullying...' While the school firmly believes that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the academy will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the academy is seeking to promote and make it harder to reach a resolution that is effective and long lasting. However, if this issue continues despite everyone's efforts then the term bullying will be used and it will be made clear to all that this behavior is not acceptable.

Our academy takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher and more senior members of staff such as a member of the Senior Leadership Team, Deputies/Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. A record of the incident and the agreed actions/response made at the meeting will be recorded by the academy and added to the academy's Bullying Incident Report Form. The academy 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. The academy ensures that staff and parent/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 parents/carers to share these agreed measures and to monitor their success in preventing further bullying.

- See section 2d for guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children.

f) Following Up / Supporting and Monitoring

Our academy employs a number of specific measures and 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 doing the bullying. Many of the academy's strategies include problem solving processes, which enable a situation to be disentangled and explored and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process before going down the sanction route. Some of the following strategies form a part of the academy's anti-bullying preventative work. Our strategies may include:

- A Support Group Approach – The teacher/member of staff acts as a neutral third party and uses open questions to enable the child to explore and solve the problem for themselves
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.

g) Prevention

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

- Implementing an effective academy leadership that promotes an open and honest anti-bullying ethos
 - Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy
 - Implementing a whole academy approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
 - Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
 - Ensuring that the academy's anti-bullying statement or charter is actively promoted in assemblies and other formal occasions
 - Providing opportunities to celebrate effective anti-bullying work
 - Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
 - Providing an academy 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 playground buddies and playground Friendship Benches
 - Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole academy activities, projects and campaigns
 - Reviewing the development and supervision of the academy 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 Circle Time, 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 a transition programme to support children moving across year groups and key stages.
- Engaging in community initiatives and safer school partnerships
Working in partnership with the local authority services on anti-bullying initiatives

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

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

- The academy adopts the Cambridgeshire Primary 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 academy is also implementing the Social and Emotional Aspects of Learning Programme (SEAL) as part of the Cambridgeshire Personal Development Programme.

- The academy recognises and participates in the national Anti-Bullying week, which provides an annual intensive focused week on the subject of recognizing and combating bullying.

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

- Designated lessons and focused events
- Anti-bullying week sessions
- Enrichment activities such as visits from the Life Education Centre, drama groups/ Theatre in Education, outside agencies.

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

i) Children's Consultation and Participation

The academy 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 academy 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 and engaging in initiatives to support an anti-bullying ethos in school. Children actively participate in:

- Identifying when and where the bullying happens
- Identifying new forms of bullying e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying.

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

- School council
- 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 and Draw and Write activities

j) Whole Staff Awareness and Training Opportunities

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

k) Involving Outside Agencies

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

l) Monitoring and Evaluating the Anti-Bullying Policy

The 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 involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the academy's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity. When and where appropriate children could be involved in the review/ consultation process.

The academy regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children, and places and times where bullying may be occurring.

The policy is reviewed every 2 years.

Review date: Summer 2016

To be reviewed: Autumn 2017

Next Review :Autumn 2019

Section 4 – Appendices

Appendix A - Bullying: National Legislative and Policy Context

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

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

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. 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.

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 from 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 Ofsted inspection framework (2012) focuses on the ‘Behaviour and Safety of pupils at the school’ as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school’s anti-bullying responsive and preventative strategies.

The DfES guidance Working Together to Safeguard Children (2006) states that safeguarding children covers not only child protection but also other areas including bullying. It provides guidance on managing bullying in school.

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

Article 3: ‘No one shall be subjected to torture or to inhuman or degrading treatment or punishment’.

Article 6: ‘Everyone has the right to respect for his private and family life, his home and his correspondence’.

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: ‘All the rights must be available to all children whatever their race, religion, language or ability’.

Article 3: ‘A child’s best interests should always be the main consideration’.

Article 12: ‘Children’s opinions should always be taken into account in matters that concern them’.

Article 19: ‘Children have a right to be protected from being hurt or badly treated’.

Article 37a: ‘No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment’.

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

Appendix B -Types of Bullying

Bullying related to race, religion, culture or home environment

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 Traveler 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 (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 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 C - A Sample Bullying Incident Report Form

Logging 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

Appendix D - Responding to Incidents of Bullying – The Support Group Method

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

The Support Group Method - Introduction

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 process does rely upon the 'discovery' of an incident. Schools should concentrate on openness and an ethos that supports peers in seeking help for targets without suffering the stigma of 'telling'. When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process. However, after having piloted this process, schools may feel that some small adjustments are required to ensure that the programme suits the needs of their school and individual children and young people.

Appendix D cont. - The Support Group Method - the seven step process

Step one – talk with the targeted pupil

The aim of this step:

- 1. To understand the pain experienced by the person who has been bullied*
- 2. To explain the method and gain permission to proceed*
- 3. To discuss who will make up The Support Group*
- 4. To agree what will be recounted to the group.*

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

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, “They have all been ignoring me, nobody will talk to me.” might be replied to with a response like, “So, you felt really lonely and you were upset that you had nobody to talk to”. At this point the facilitator will have enough of the picture to be able to recount a story which will illustrate the harm experienced by the person who has been bullied.

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

The person who is being bullied will help the facilitator to select the group members by asking who has been causing the harm and subsequently inquiring for names of colluders, observers and potential rescuers. The questions might be:

Who has been doing this to you?

Who else joined in?

Who watched and knows this is happening but did not join in?

Who is a friend or somebody really popular who would want to help?

It is very important to build the group to include all these roles.

The facilitator should end the meeting by:

- Checking that nothing confidential has been discussed which should not be disclosed to the group.*
- Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.*
- Offering the person an opportunity to talk again at any time during the procedure if things are not going well. This could be arranged by ensuring some easy contact point at the same time each day or by agreeing how a message could be delivered. A discrete and useful way of monitoring how the targeted person is feeling is to introduce them to a secret thumbs up or thumbs down signal which they can use to convey how they are feeling. It is important that, although no meeting is planned until the follow-up, the person does have access should something go wrong in the intervening period.*

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

Step two – convene a meeting with the people involved

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

In order to establish a welcoming environment atmosphere the meeting should be arranged in school time in a comfortable room, and the facilitator should greet the participants and thank them for coming. Refreshments can be offered to emphasis that this group is important.

Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about ‘John’ who is having a very hard time at the moment. By asking the group to listen to the facilitator’s worries, the facilitator can divert some suspicion or irritation which might be directed towards the target. The facilitator has a duty of care and this meeting is called to help the facilitator fulfil that duty.

The facilitator recounts the story of ‘John’s’ unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- *No-one is in trouble or going to be punished*
- *It is the facilitator’s responsibility to help ‘John’ to be happy and safe but this can not be achieved without the group’s help.*
- *The group has been convened to help solve the problem.*

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of their peer’s distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the “bully leader” to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which ‘John’ could be helped to feel happier. These ideas are stated in the “I” language of intention. “I will walk to school with him.” “I will ask him to sit with me at dinner.” Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

The facilitator may want to record the group’s ideas in order to validate the efforts made by the group member. The facilitator may want to use some prepared certificates that record appreciation of each group member and allow for a space to record the suggestion.

Thank you to -----for joining a group to help support a peer who is unhappy, and making the suggestion:

'I could -----'

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going. As a way of monitoring ongoing progress, the facilitator may want to introduce the group members to a secret thumbs up or thumbs down signal as a discrete way of enabling them to communicate any concerns that may arise regarding the targeted pupil's welfare.

Step seven – meet them again

About a week later, the facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

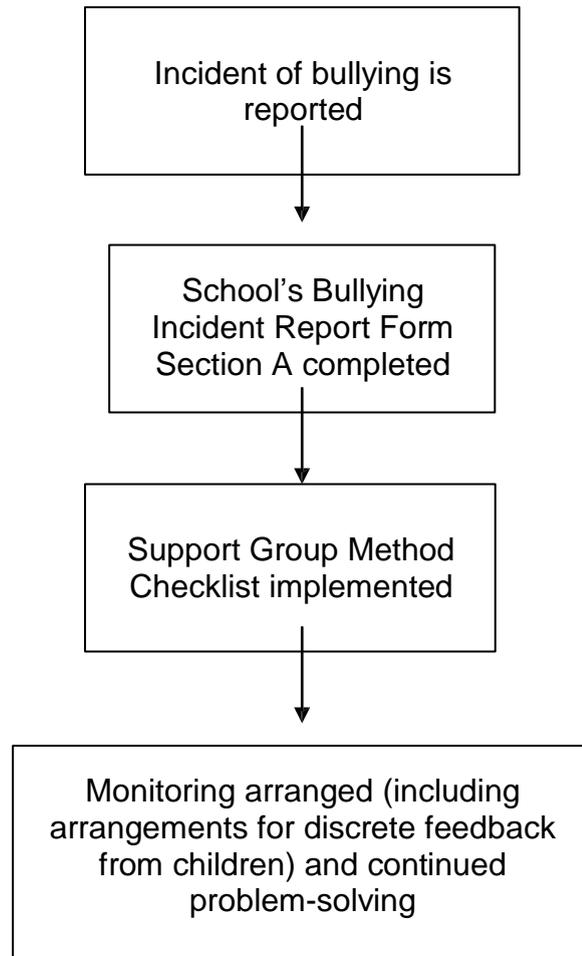
These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

The above description of The Support Group Method is taken from 'Bullying: A Complete Guide to The Support Group Method'. Robinson and Maines 2008 SAGE Publications Ltd

For Peterborough schools, staff training on The Support Group Method is available from the Cambs. PSHE Service.

The Support Group Method

Responding to an incident:



The Support Group Method Checklist

- | | |
|--|-------------------------------------------------------|
| | Step one - talk with the targeted pupil |
| | Step two - convene a meeting with the people involved |
| | Step three - explain the problem |
| | Step four - share responsibility |
| | Step five - ask the group members for their ideas |
| | Step six - leave it up to them |
| | Step seven - meet them again |

Record of Action Taken

Incident reported by:

Date:

Targeted child's name:

Yr Group

Feelings expressed/reported impact:

Shared with Support Group: YES NO

Date of 'The Support Group Method' intervention:

Targeted child's reported feeling of safety before 'The Support Group Method' intervention

☺ 10 9 8 7 6 5 4 3 2 1 ☹

10 being 'very safe' / 1 being 'very unsafe'

Names of children in the support group	Yr. Group	Solutions generated by group members		

Monitoring interviews with targeted child

Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken

Targeted child's reported feeling of safety after 'The Support Group Method' intervention

☺ 10 9 8 7 6 5 4 3 2 1 ☹

10 being 'very safe' / 1 being 'very unsafe'

Date	Score

Monitoring interviews with support group members

Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken

